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STANFORD
UNIVERSITY
1933

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THE JUNIOR COLLEGE JOURNAL

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The Fall of the German Empire

Ralph H. Lutz

This two-volume work, translated from German documentary sources, gives the first authentic record in English of the course of the War in Germany as seen by the Germans themselves. Here is revealed the growth of socialism in the war years, the weakening of the military system, the eventual collapse of the imperial structure. A source-book of unsurpassed value to any student of the history of the World War. These volumes constitute the first of a series of "Documents of the German Revolution." Two volumes, 1476 pages, \$12.00 postpaid. (*November 1932*)

Speaks with authority on the relations between the Central Powers in the period immediately preceding the World War. It provides a background essential to an understanding of the origins of the conflict and of the present-day problems of Central Europe. It is based on materials in the Hoover War Library, the Widener Library, and the archives in Vienna, where Dr. Wedel had the advice of the Austrian authority, Dr. Alfred Pribram. 240 pages, \$3.00 postpaid. (*November 1, 1932*)

Austro-German Diplomatic Relations 1908-1914

Oswald Wedel

Diplomatic Relations between the U.S. and Japan 1853-1895

Payson J. Treat

A definitive study based on an examination of documents in the archives of the State Department in Washington, previously unavailable. These consist almost entirely of diplomatic correspondence. Completeness was assured by reference also to correspondence in the China and Korea files dealing with questions involving Japan and the United States, in their relations with each other jointly and with other Powers. An absorbing chapter in American diplomacy, and a political history of Japan in assuming her place as a world power. Two volumes, 1100 pages, \$10.00 postpaid. (*September 19, 1932*)

The story of Norway's delicate and desperate task of maintaining her neutrality in the World War, new to most students, is interesting both as it shows the diplomacy of neutrality and as it reveals the details of the bitter and little-known economic war that raged over the blockade of Germany. In this latter struggle, one of the most interesting and important phases of the War, Norway played a major rôle. (University Series.) Paper, \$1.50; cloth, \$2.00. (*August 1932*)

The Neutrality of Norway in the World War

Paul G. Vigness

George D. Herron and the European Settlement

M. P. Briggs

This study of Herron's activities as an unofficial agent of the Administration is a new chapter in the history of the War and the Peace. Pacifist, preacher, socialist, internationalist, Dr. Herron was rooted out of his academic pursuits and thrust into the diplomacy of the World War, where he served with skill and fervor. Here is the first detailed review of his activities. (University Series.) Paper, \$1.50; cloth, \$2.00. (*June 1932*)

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Orientation in College Instruction

[EDITORIAL]

The trend toward mass instruction at the college level during recent decades has given rise to or been accompanied by a variety of problems such as overcrowded colleges, complicated programs and requirements, larger and larger classes, confused aims, and standardized procedure. The difficulties thus provided, as well as the demand that more adequate provision be made for marked differences in the interests, abilities, purposes and attitudes of students, have led to a host of announced solutions and "plans" by various colleges. These proposals seem to have the common characteristic of being serious and sincere attempts to deal with problems actually encountered.

The orientation course, one of the widely recommended solutions relative to the better adjustment of college students on the one hand and of college instruction on the other hand, has been rather generally identified with the junior college years. It is most frequently of the survey or over-view type and is usually offered to freshmen. Teachers of such courses are sometimes called orientation teachers. Regarded as an endeavor to assist the student "to find himself" or "to

get his bearings" and to give to subject-matter appropriate meaning, significance, and relative value, such a special course may seem defensible. It is defensible at least to the extent that it is a good solution and not likely to shut out a better one. One should bear in mind, however, that a desirable goal may be sought in a wrong way. It is easiest, and also consistent with a familiar tendency to standardize solutions, to provide an orientation course and then to assume that the task of orientation has been solved.

Not only is the adequacy of special orientation courses still undetermined, but the policy and the practice involved may be open to considerable question. Is the assumption sound that orientation is an important need existing only or peculiarly at the junior college level? Are we safe in assuming that special courses or special teachers offer a satisfactory means of providing for orientation? Certainly there are many activities other than special courses which may be useful in providing for the orientation of students. These activities include many and varied extracurricular activities, conference sessions, guidance programs, advisory schemes, employment of large in-

struction units such as projects, comprehensive or terminal examinations, instruction in how to study, and others that might be added. Is it not possible that the influence of such activities may be made to contribute to orientation more effectively and more generally than do the special courses? Such activities have the apparent advantage of being available for use as needed during several years, at both the junior and senior college levels of instruction.

It would seem to be a good general approach to this problem to face the question how one may give a student his bearings—how orient him. In all probability one would conclude that the answer would be dependent upon the immediate and general purposes of the subject, upon the level of student advancement, and upon the type of subject-matter. It would seem then that in good college teaching, every teacher, whatever the level or the subject, must be more or less of an orientation teacher. To relieve the teachers of this responsibility or a consciousness of it by assigning it to a special course may have a truly damaging effect upon the quality of instruction in general. The survey type of course aims chiefly to present a mass of facts or to familiarize students with a wealth of information. Such a concept of orientation is narrow.

To get their bearings as students, to become oriented, one individual may need to be taught how to read or how to study effectively, another may need assistance in how to analyze or how to integrate the information acquired, while a third may need counseling as to the selection

or sequence of courses. Integration, analysis, reflective thinking are surely not less important nor less difficult than orientation. Yet, special teachers of these appear neither necessary nor practical. In truth, these types of emphasis are provided by the teachers who are known merely as excellent teachers of science, history, economics, and so forth. The aims of orientation, Coss states, are "(1) to present large bodies of facts, (2) to develop comparisons, to point out meanings, and wherever possible to habituate students to a feeling of irritation unless they know or at least strive to know the why and whither of things." In this does he not seem to suggest that the aims of orientation may be attained by good teaching in any or all courses?

Continuous adjustment, suited to the student selection and the instruction level, might be expected if all college teachers were to accept the duty of giving to their subjects appropriate breadth of meaning and of indicating essentially significant relationships to other fields of instruction. Some characteristic differences in technique or emphasis may rightly exist between less advanced and more advanced levels of instruction. There seems to be ample evidence to support assertions that students continue to flounder and get confused after they have reached the senior college, unless they receive continued assistance in making the requisite adjustments and interpretations. It is asserted that they do not know how to assemble, analyze, or interpret factual material, that they are not even passably well informed in matters of politics, history, religion, or economics. Students affirm the

need of continued orientation when they say "This subject doesn't mean much to me" or "I can't tell the important from the unimportant."

That the comprehensive examination as now employed by many institutions is in effect an instrument for impelling scholastic orientation with reference to subject-matter may be one of its prime recommendations. It is the purpose of this type of examination to demand that a student find meaning, make interpretation, and weigh values in the content studied. Accordingly, it is probable that his manner of study will be dominated by a purposefulness intended to assure those desirable outcomes and which it would often lack without such an urge. Thus the comprehensive examination may become virtually an agency for accomplishing much self-orientation.

The use of a conference period to displace the typical recitation, and individual conferences as needed with student advisers, deans, or other trouble-fixers may furnish valuable assistance to students in getting or maintaining their bearings. Dewey presents a strong case, in his Inglis Lecture, for a type of organization of subject-matter which will tend to promote purposeful study by students and to reduce the prevailing emphasis on memory and informational content.

It is admitted that the interpretation of orientation as used here is broad and that it implies a continuous giving of meaning to facts, a continued integration of one's acquired mass of meanings. In this sense it is opposed to the compartmentalization of knowledge and the need of it extends through life and pertains to its every problem.

This concept represents, in Bode's phrase, a "synthesis of learnings" as a means of developing in the student a way of life or "an independent philosophy of life."

F. P. OBRIEN

Secondary education (including in its later stages the junior colleges and the lower divisions of the teachers colleges and the university) will be not less intellectual but more social and adaptive. It will be directed toward giving the student an understanding of the natural and social world in which he lives. The mastery of the academic letters, arts, and sciences will be no longer the end of his school mastery, but the educational means of understanding life. Whatever other resources of experience lie outside of the traditional disciplines, such as industrial arts and fine arts, will be utilized with full scholastic respectability as valued aids in realizing the new and broader conception of the human and social purposes of the common schools.—*Carnegie Report on State Higher Education in California.*

General education ends at the close of the sophomore year or the junior college, and admission to senior colleges above this level is open only to persons of unusual ability and interest who wish to prepare themselves for superior civic services which issue from the special mastery of some aspect of civilization as represented in those arts, letters, and sciences which interpret our American civilization.—*Carnegie Report on State Higher Education in California.*

Is the Junior College Student "Depressed"?

CATHERINE HIMES*

"*They* don't look depressed," thought the instructor, watching her junior college class in English Composition stroll into the classroom. They did not look much different from the college students of more prosperous days. They appeared to be as well clothed and as well fed, and certainly they were as high-spirited. And yet anyone at all close to these young people knew the pathos of their situation; knew that they had been graduated from the high schools in a time of depression, which had made it impossible for them either to obtain employment or to go away to college; knew that they had been forced by conditions, for which their elders were responsible, to make a complete about-face in all their habits, attitudes, and plans for the future—these boys and girls who had been brought up "soft" and led to expect a far more comfortable and cheerful existence than the world today is likely to provide for them.

As their theme ideas had been becoming somewhat thin, it occurred to the instructor to ask them to write out their experiences with the depression and to express their mental and spiritual reactions. They were urged to write frankly. The eighty-one themes that resulted presented such an amazing evidence of character and such a promise of spiritual leadership that it seemed

worth while to collocate the contributions they made toward restoring one's faith in the ability of the oncoming generation to straighten out the tangle we have made.

These eighty-one students, registered in Crane Junior College, come from all walks of life, for their parents are doctors, ministers, and teachers; meat-cutters, blacksmiths, and janitors. The greatest numbers are proprietors of business concerns, ranging from small stores to large factories. The occupations of the parents represent a fair sampling of the industry of the city, carried on by railroad men, cattle-buyers, policemen, mail-carriers, insurance agents, real estate promoters, bank employees, executives in large corporations, contractors on a large scale, and owners of apartment houses. In many instances specific incomes were mentioned. In a fair number the former salary was around two hundred dollars a week, although others had incomes less adequate. The parents of several had at one time a working capital ranging from \$40,000 to \$100,000. Whatever the former circumstances were, however, all but six of the eighty-one declare that their family income has been drastically reduced by the depression. Three of the six, including twin brothers, are enjoying the same income as before. The other three say that they could not be worse off than they were before the depression. There have been cuts of salary two

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or three times, often as much as fifty per cent, numerous cases of employment for only two or three days, and of absolute unemployment among men who formerly earned good salaries. There were also tremendous losses in investments and a few instances of bankruptcy. Sixteen students report heavy losses due to bank failures. One writes, "My father earned large sums as a contractor. He has been idle two years. Now he works twice a week. Our income can hardly be termed an income." One owner of a prosperous fur business found himself with only forty-seven cents on hand. Another student writes, "My father is no longer the white-collared contractor, but merely another one of the unemployed. My kind, affectionate, philanthropic, devoted father has actually turned to an angry, remorseful, intimidating individual, deserving of deep sympathy. At times I find him sitting on the couch, meditating, his face expressive of a sorrowful, dejected heart. The picture of his own immediate past brings no pleasure to him. He remembers it only as a dream." Altogether, the story of reverses in these families is too tragic to bear repetition.

The significant point is that many of these students were reared in homes in which a high standard of living prevailed. One boy sums up the usual state of affairs thus, "We were never millionaires but had many comforts we have to get along without now," or, as one colored student puts it, "We had a non-complainable standard." Expressions like these abound: "Nothing was too good for our family," "As my father was able to afford these things, we made no objec-

tions," or "When we needed anything, we bought it with little thought of expense." Many say that their parents owned their own homes. Twenty-one mention savings in the bank. All but two say that they had always had good food and clothing. Most of the families owned automobiles; some two or three. They refer to expensive habits of entertaining and family vacations at summer resorts. A few mention having had servants, but, in general, the impression is that these young people belong to the typical comfortably situated American family that lived well as a result of satisfactory employment, hard work, and thrifty habits.

Now all is changed. While the majority say that they still have good food and comfortable shelter, they have been forced to economize in ways hitherto unknown. Many of them have moved into smaller apartments, sold their automobiles or discontinued using them, given up many comforts. The favorite economies are in clothing and amusements. One boy writes, "There are no more cars, no more maids, no more grand pianos, and instead of five suits of clothes I have only one." A girl writes, "I never dreamed that I would have to wash floors and clean rugs. However, much to my surprise, I have discovered that I am very good at housework." Although one student says, "Insecurity, the hovering possibility of a calamity, dominates our family," another says, "Because of my parents' excellent ability to economize, we manage." The best that most of them can say is, "We can still look ahead without fear of going without food, coal, or warm clothing, but perhaps the heads of

my father and mother are graying before they should."

With many of these students the most serious change in their status is that they have been disappointed in their plans to go away to college. Twenty-six of them had made definite arrangements to enter such universities as Northwestern, Illinois, Wisconsin, and Chicago. One girl who had earned and saved the money for college had lost it all when a neighborhood bank failed. One boy's father who had kept up an endowment insurance to expire at the time of his son's graduation from high school had been obliged to use the sum to pay taxes and interest on a mortgage instead of for the boy's college expenses. One girl has had to abandon plans for studying music in Europe. Since Crane is a college without a campus and with few social opportunities, these students are sacrificing many pleasurable features of college life in giving up their plans, but, with only one exception, they adapt themselves with surprising good grace. One girl wails, "All my plans for college are lost and seem like hopeless dreams of the past," but another says, "I find, after all, that college life without living in a sorority house is quite endurable and enjoyable." Some speak of the unfortunate effects of their disappointment in depriving them of a definite goal, but the general attitude is expressed by one student who writes, "I have accepted the change in plans quite philosophically when I have thought of many people who have lost everything. How very fortunate I am to have a public college situated so near my home."

A number of the students say that they are in college because

there is no work. Many speak of learning to appreciate an education through unpleasant experiences in trying to secure employment. One young man says, "My education began to look important to me and became more than just something in the ordinary course of events."

Many are making heroic efforts by working outside to keep themselves in school in spite of the difficulties they encounter in securing positions and in having their hours and pay cut. They are working in ten-cent stores, drug stores, apparel shops, soda fountains. One boy whose father was formerly a rich man says concerning his out-of-school employment, "The most important lesson I have learned is self-reliance. I have found a way of meeting my own expenses. I am a waiter at a summer resort. I sell programs at games. I sell song sheets, install window ventilators, and I work behind the soda fountain in a school store." Perhaps the finest spirit is shown by a sensitive Jewish girl, formerly in good circumstances, who in order to go to work in a ten-cent store had to overcome her feeling of reverence for the Sabbath, her father's opposition to her working on that day, and her own sense of humiliation about that kind of occupation. She concludes by saying, "First of all, I have learned not to be proud. Secondly, I have learned to realize that, no matter how I make extra money—be it by sweeping floors in the five-and-ten-cent stores in the presence of acquaintances, or any other way—I need not be ashamed of doing it. I have learned to stand on my feet until I could stand no longer (the five-and-ten-cent store has rules which must be obeyed). Sometimes

I felt that if I could not get away from those long counters, surrounded by people who bargained and sneered and never stopped talking, I would be driven insane. Yet it was only eight and a half hours since I had been standing up, and it would be one more hour before I would get my pay envelope. The money did not last for more than a week as it was used for lunch and carfare. Yet patience is my everlasting reward."

In addition to bearing these disappointments and unwonted labors, the students are required to adapt themselves to sudden and rigorous economies. They buy few clothes, bargaining for them in unaccustomed ways, wear them longer than formerly, and treat them with respect. Many of the girls say that they have learned to remodel old garments and hats and to make their own dresses. In contrast to the Italian girl who complains that she has no proper clothes to wear to school because her mother buys too many gowns to wear to the indispensable opera, there is the girl who is obliged to budget for her family. She says, "I have evolved a complicated program of systematic management with graphs and a trial balance of expenses in order to show my parents how this young generation could keep the wolf from the door." Sometimes the items of self-denial are amusing. One boy speaks of having to let his hair become a "thick mass" before he can have it cut. One husky athlete has given up his ten oranges a day. But however erratic the economies, all of the students speak with earnest conviction about having learned to appreciate the value of money, which came easily in the old days.

With young people the real pinch comes in being denied their usual forms of recreation. Almost every one mentions cutting down or eliminating the movies. They are not given the use of the family car as before. Instead of attending football and baseball games they listen to radio broadcasts. A number of boys have found that it is cheaper and more enjoyable to participate in amateur sports than to patronize professional exhibitions. One girl writes, "I did not know how pleasant a time could be had by inviting a crowd of friends to my home to play cards and sing. The depression has showed me the talents of many of my friends." Others speak of having discovered talents in themselves for music, drawing, home decoration, and, as one girl expresses it, "turning old clothes into something new and original." A great many mention having learned the value of friends. One young man says complacently, "I have stopped going out with my girl friend, but she is still as friendly as ever." Many take trips to museums, art galleries, and libraries instead of indulging in commercialized amusements. Over half of them say that they are finding that books are their best friends and a sure cure for boredom. One young man speaks quite frankly of the change made in his character. "My social life has changed so entirely that I look back on my previous habits with disgust. I was nothing but a sissy, although I dislike to use that word. I cared little or nothing for baseball or football; I detested basketball and tennis. My only pastime outside of club membership and music was 'parlor-lounging,' dancing, and theater-going. I had

friends because I danced fairly well, had money to spend, and had a stand-in with the girls—not the fellows. Then my father lost his position and my allowance was stopped. This condition stopped my going to night clubs and theaters with girls, and I soon became moody and dejected.” Then he tells of joining a Sunday school class of young men who interested him in various athletic and musical activities. He adds, “By not having so much money to spend I learned to assert my own opinion, to cease to be easily led or have my mind made up for me, and to refuse (of necessity) to ‘go here’ or ‘do this.’ In my spare moments I have learned to use the library and to follow my music with a clearer, more healthy mind.”

Thus do many of the students reflect the maturing influence of the sudden change from happy, care-free days to times of responsibility. One boy says, “Instead of thinking in my own rut I have begun to think in terms of cities, states, and nations.” Another says, “The change has caused me to ponder over the destiny of the people of the world and forms of government and economic systems of the world.” The conclusions derived are in many cases extremely naïve, but, on the whole, there is much good sense in their remarks. One sums up the situation thus, “We were living beyond our means, buying on time, playing the stock market, and in general enjoying life immensely. That mode of living had to stop because there was not enough money in our country for everybody to afford to live like that.” Of course there is evident some radicalism engendered by bitterness. They believe that it is no longer safe

to entrust money to banks. One boy whose father lost a lifetime's savings through bank failures quotes his father as saying that the thing to do is to spend, that he now intends to have all the good times he has previously missed. Others feel that business men and employers are taking advantage of hard times to amass millions for themselves. One objects to the deductions from salaries for unemployment relief because he doubts whether the needy receive any of this help. One says, “After all, money is the god whom all depend upon, worship, and kowtow to.” Most of them think that there will be other depressions, all followed by an orgy of spending. One student attributes everything to the capitalistic system. He says, “As long as we have money and the accompanying inequalities in wealth, the poor will be with us. The only remedy for this evil is the total abolition of money and the establishment of a system in which each member of society has a part in the making of society. Perhaps such a system will do away with the tragic-comic situation in which millions of people are starving because of a surplus of wheat, millions of people are without sufficient clothing because there is a surplus of cotton, millions of people are unemployed because factories are producing too much.” These young people are indeed trying the civilization their elders have made and find it wanting. With the confidence of the very young they say, as one student words it, “It is the duty of the younger generation now in the colleges and universities to teach the oncoming generation the evils of a too materialistic civilization.”

The radical and the insurgent are in the minority, however, and if these students represent the attitudes prevalent in their homes, they demonstrate once more how tough and resilient the human spirit really is. One girl sums up the general attitude by saying, "I do not believe that prosperity makes us any happier. I have enjoyed myself immensely during this depression. Perhaps it has done me more good than harm." One boy whose father lost \$100,000 says, "Christmas will be very different in our home this year, but I shall be happy and satisfied in knowing that I still have my parents to provide a clean home, good food, and clothing. Money does not mean everything, and I shall be just as happy knowing that I will not have to worry about where I shall sleep." Another whose parents lost everything is capable of writing, "I am very happy at the present time. Although I haven't all that I previously had, I still have the most important things in life, my father and mother, my sisters, friends, and my good health." Another says, "In the future we will be wiser but not sadder, since we have very little reason to be sad."

This swing of the pendulum away from material standards is emphasized throughout the papers. In but six or seven is there any indication that happiness can return only with material prosperity. One Irish girl says, "I don't think prosperity is absolutely necessary for happiness, but it certainly is convenient." Most of them agree with the one who writes, "I have found out what money really is. I can buy only certain things; other things must be gotten in another way." Running down the pages, one finds such sen-

tences as these: "There will be more appreciation of the ordinary things of life," "We have found that a charitable heart is more enjoyable than a box seat at the opera," "Everything seems to have taken on new dimensions," "People will realize that it pays to be frank and not try to keep up with the Joneses," "The depression has taught me not to be a snob," "The depression has taught us to be kind and gentle to our fellowmen," "It has brought the people of the world closer together," "This period of mortification has been good for the soul." One girl even says, "People are changing morally and spiritually because of the depression. In the church of which I am a member, I have noticed that people who have never entered a church have begun to go lately. Before, many believed that they could get along without religion, but this depression has made them think differently." Another girl writes, "As I am a minister's daughter, I see and hear about many things which most people know little about. Although I will not say that the world has been seized by a great spiritual revival, I do think that people are realizing the need for the church in their lives. The library, friends, homes—the fine things in life are being rediscovered." A young man writes, "I believe that even if I become rich some day, I will not forsake my present likes for fine things, such as good books, symphony orchestras, and operas, for the former cabarets and night clubs. Despite poverty one can be a fine and noble person." An inarticulate Italian youth struggles more or less effectively with a simile comparing the world to a small boy who has eaten too much

of a toothsome-looking pie his mother has baked, and a Filipino student triumphs over the English idiom sufficiently to say, "We are like the child who dreamed he had a cupful of stars and realize, on awaking, that we have only a cupful of worries. I am led to believe that people for the rest of their lives are changed to a new and better man."

Of course those who know young people will recognize in these statements the characteristic optimism and idealism of youth and realize, sadly enough, that life will moderate their sentiments and dull their fine enthusiasm, but surely this picture of the courageous, uncomplaining reaction of typical youth brought up to expect something quite different from what they are receiving is a heartening one. If they must pay for the sins of the fathers, they will do it cheerfully. They are even ready to profit by the experience. They have been matured by the sudden change from happy, care-free days to times of responsibility, and they are not unaware that the times offer them a ringing challenge for a nobler vision.

Surely our hope lies in training these people for a safer leadership than we have hitherto found. If these eighty-one young men and women are at all representative of the college youth of today, they are worth educating, and we must oppose with every ounce of our energy the forces that threaten to deprive them of their training because a sudden economy of public funds would strike first at the schools. While this is being written, practical business men in Chicago are urging the Board of Education to

close Crane Junior College, an institution so flourishing that it yearly turns away thousands because it must restrict its membership to the fortunate 3,500 who first make application. To the young man who writes, "Because of the conditions into which the depression has placed me I feel more capable of sincerely appreciating my education, and you can be absolutely sure that I am trying my hardest to make the most of a privilege I so nearly lost," are we to say, "It is too bad, but we elders have had a spending orgy, and now we must retrench. We shall need your leadership in a few years, but we must listen to the business man who bids us lop off educational costs by closing the public junior college"? Before we consent to cutting down drastically on our public junior colleges, let us listen to the words of the young people themselves voicing the one clear note of hope and idealism to be heard amid the grumbings of pessimism and the threats of disaster.

Experience with junior colleges has already demonstrated that it is feasible for the lower division to recognize the different needs of those who go on and of those who do not.—HOMER L. DODGE, University of Oklahoma.

It would appear that the junior college movement is destined to force the four-year colleges and universities to reorganize their first two years in terms of improved practices in teaching and student guidance as well as a reconsideration of the curriculum.—J. O. CREAGER, New York University.

Advisory Plan at Los Angeles Junior College

ZACHARY TAYLOR WALTER*

That junior college students need guidance is a settled question. Dean W. W. Kemp, of the University of California, says,

Those responsible for counselling and guidance work in a present-day junior college must put themselves in a position either to guide the student for the work of higher institutions or to guide him to opportunities and activities for which his junior college work will represent his formal terminal preparation. But guidance must do more than this—it must attempt to direct students along the lines of their aptitudes. It should be an agency to point out the possibilities and purposes of the different types of curricula which the institution offers, and it should have a direct influence in helping students find those lines of endeavor which they may adopt as life goals.¹

This forceful statement analyzes the guidance problem for the junior college and shows very definitely the component parts. The next step is, of course, the building of a system providing for each part and welded into a unit.

TWO POSSIBLE PLANS

Two entirely different ways of administering a guidance program may be developed. In one case the counselling may be performed by a few well-trained experts in the field of guidance who have at their

command rich funds of information on curricula, vocational opportunities, and student problems; and whose activities are formulated into a well-organized program. This plan presents all of the features of the distinctly modern and efficient machine which it is. On the other hand, the guidance program may employ the instructors in the college, who in turn may be aided or directed in their advising by experts in the field.

That there are defects in both methods is obvious. The well-trained counselling machine may be likened to a sixteen-cylinder, 150-horsepower limousine. It has all the power and efficiency to do hard, laborious work, but it carries at most only a few passengers. This difficulty cannot be overcome in any system of guidance in which the individual doing the advising has only a superficial contact with the individual being advised. On the other hand, the system of advising which makes use of the classroom instructor has employed the most vital force for the advising of the individual student that has ever been created. Every individual who has ever been in school for any length of time will attest to the fact that some classroom teacher has been one of the guiding influences in his life. This is a fact so incontrovertible that it needs no questionnaire to establish its validity.

One of the major difficulties in our great universities has been that the lower-division student has had

* Adviser of Men, Los Angeles Junior College, Los Angeles, California.

¹ W. W. Kemp, "Junior College Development in California," *The Junior College Journal* (February 1931), I, 284-85.

no opportunity to secure the individual attention of its great scholars and great teachers. Far too often the students have viewed the instructors and the experiments which they performed with opera glasses from distances approximating the closeness of their seats in the stadium at football games. This condition has been one of the most important forces aiding the junior college movement. Many four-year colleges and universities have awakened to this problem and have elaborated plans, too numerous to mention, looking toward the closer contact of faculty member and student. Some institutions have even gone so far as to experiment with a tutorial type of instruction in which the instructor becomes a member of student groups and lives in dormitories with them.

THE LOS ANGELES METHOD

Shortly after the opening of the Los Angeles Junior College in the fall of 1929, Dr. William H. Snyder, Director, outlined to the faculty a system of advising students which indicated the direction that the guidance program in this institution was to take. The plan which was presented at that time was as follows: First, each faculty member was to choose twenty-five students in his classes whom he felt he could best serve as adviser. Secondly, each adviser was to be responsible for the guidance of each member of his group for the duration of the students' career in the junior college. In the third place, each adviser was to be responsible for the correct programming of each student along the lines of the curricula definitely laid out in the "Circular of Information." Lastly,

the adviser was to keep definite office hours each week at which time his advisees might expect to have his services for counselling and advising along any lines in which they felt a need.

This plan was continued throughout the first year of the college and was found to be highly successful in the development of an excellent faculty-student morale. It was found, however, that some students were in advisory groups in which the adviser was not a specialist in the educational field toward which they were working. This defect plus a rapidly increasing enrollment has necessitated some changes in the original plan.

At the present time the procedure for assigning advisees to adviser is as follows: When a new student has been completely registered, he fills out a permanent registration card, one section of which contains an enumeration of all of his classes and instructors. On this card there is also space provided for the student to state in which field he is interested. As soon as these cards have been filed with the chairman of each of the college departments, faculty meetings are held, at which time the program cards are distributed. Ordinarily each faculty member can select new members for his advisory group from among those students who have registered in his classes and for whom he thinks he can be of the most service. The student is then notified of his selection by his faculty adviser. This selection endures throughout the student's career in the college.

With this plan of counselling, the enrollment of the new students becomes a distinct problem in itself and is effectively solved in the Los

Los Angeles Junior College by having each student advised in registration by a subject-matter specialist in the field of his own interest. In order to facilitate the enrollment of new students, separate assemblies are held for the men and women prior to their registration. In these assemblies they are welcomed to the college by the director, the student body president, and the registrar. However, the main purpose of the meeting is to explain the plan of registration and to encourage the students to come prepared on registration day with a knowledge of the curricula in which they will enroll.

Following the general assembly, the new students meet in small groups of twenty-five or thirty, which are presided over by student leaders of the college. At this time each student is given a booklet, which describes the plan of registration, and which also contains a list of all the classes to be presented in the ensuing semester with the names of the instructors and the meeting places of the classes. He is also given the "Circular of Information," and the group leaders call his attention to the more important general regulations of the college. In these group meetings specific questions about registration are answered by the student leaders, who have been trained for this job. A portion of the time of the meetings is taken over by a discussion of the opportunities presented by the student activities of the college. At the close of the meeting the students are taken in a group through the steps of registration.

To assist the advisory instructors there are the usual administrative officers: a director, dean of women,

registrar, adviser of women, adviser of men, and vocational and placement secretary. The function of the registrar in this system is noteworthy, for he is not the usual "keeper of the records" alone but an official, one of whose principal functions is to acquaint the faculty advisers, and also the students, with the requirements of higher institutions. The vocational and placement secretary performs an important function by keeping and publishing a running survey of the vocations which offer live opportunities for employment in and near Los Angeles. A particularly important publication of this office is the bulletin, "A New Type of College Training," which describes nineteen semiprofessional curricula. In addition, the Junior College has placed at its disposal all of the facilities and information furnished by the Psychological and Educational Research Staff of the Los Angeles City School System. Finally, the director provides the guiding genius and inspiration necessary to integrate all of the various agencies.

It is believed by those in charge of shaping the character of the Los Angeles Junior College that this program is a step in the right direction toward the fulfillment of those objectives of guidance so ably stated by Dean Kemp at the beginning of this article, and it is further believed that such a program provides for the necessary human touch which the junior college must foster if its proper destiny is to be fulfilled. It is not claimed that the program is perfect. Improvements will be made from time to time as experience shows faults and shortcomings in the work as it is now carried on at the College.

A Practical Prediction and Guidance Chart

S. LANCE BRINTLE*

During the past three years, the administration and faculty of the Long Beach Junior College have been interested in improving its guidance and classification procedures. Beginning with the California Junior College Mental-Educational Survey made by Dr. Eells in 1929-30, we adopted the policy of gradually improving our techniques in the light of any sound information that we could gather.

In order that the Long Beach Junior College guidance data might be made more meaningful, an attempt has been made to set it forth in graphic form. This form is printed on the reverse side of the student's permanent record sheet, which is a 9 by 12 card.

The objective items selected are as follows: first, high-school grades, represented by high-school recommending units; second, Thurstone (American Council on Education) Psychological Test; third, Iowa High School Content Examination; fourth, Bernreuter Personality Inventory; fifth, Strong Vocational Interest Test (men) or Manson Occupational Interest Test (women).

CASE STUDY

The following case study will serve as the most satisfactory way of explaining the use of the prediction and guidance chart, which is reproduced on the opposite page.

T., K. F., is a student who en-

rolled in the Long Beach Junior College in January 1932.

The small circle on the triple-line column listed "Rec. Grades" represents the number of recommended grades that T., K. F., received from his high-school teachers (a recommended grade is a grade of A or B on a grading scale A, B, C, D, F). That is, T., K. F., has $8\frac{1}{2}$ recommended grades.

The Thurstone Psychological Test score is represented by the small circle on the column headed "Thurstone Psych. Exam." The raw score is 206. His IQ, not represented on the chart, may be estimated as approximately 130.

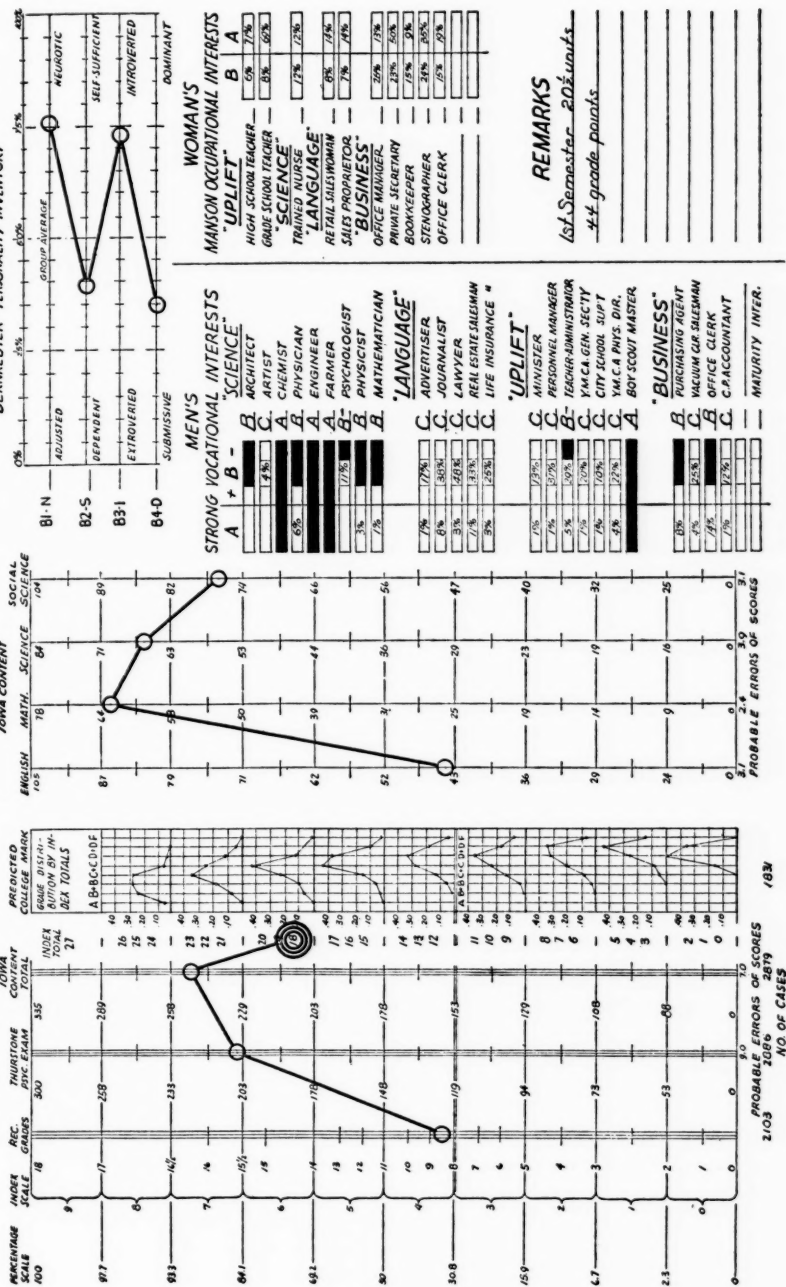
The Iowa Content Examination total score is 246 and is given on the third column.

It will be observed that these three items, recommended grades, Thurstone Psychological Test score, and the Iowa Content Examination, have been made comparable by the use of the percentage scale at the extreme left of the chart. Each percentile division or group has been given an index number (under the heading "Index Scale"). The index scale is used as follows: T., K. F., having $8\frac{1}{2}$ recommended grades, receives an index number of 4 for his recommended grades. It will be observed that the index number 4 is assigned to all recommended grades from 8 to 10.99. The Thurstone score gives him an index count of 7 and the Iowa total score gives a count of 7; therefore, to get the total index number for T., K. F.,

* Dean of Records, Long Beach Junior College, Long Beach, California.

NAME T LAST K FIRST F MIDDLE N DATE January, 1932 SERIAL NO. 16
PREDICTION AND GUIDANCE CHART FOR LONG BEACH JUNIOR COLLEGE

EDUCATIONAL



we add 4, 7, and 7 to get a total of 18, which is the total index number of T., K. F. The number 18 is inclosed in three circles and found under index totals.

The curves under "Predicted College Mark" give the percentage of cases making given grades during the last three years in the Long Beach Junior College at each of nine different index-total levels.¹ In the case of T., K. F., only 12 per cent of the students in his group (index totals 18, 19, 20) failed to make a "C" average.

The four parts of the Iowa Content Examination—English, Mathematics, Science, and Social Science—have been made comparable by placing them on the percentage scale with the other items. The percentage scale has been worked out from the Long Beach Junior College data. T., K. F., made a very good score on the mathematics, science, and social science sections, but his English score is below average.

The Bernreuter Personality Inventory shows T., K. F., to be somewhat emotionally unstable, but the score is perhaps not high enough to be considered serious. The self-sufficiency test rates him slightly dependent and the introversion-extroversion test indicates that he is significantly introverted. The dominant-submission section shows a slight tendency toward submission.

The Strong Vocational test indicates clearly that the interest of T., K. F., is in the science section of the test and, since he has made ex-

cellent scores in mathematics and science, it would seem reasonable to encourage him to take up a chemical engineering course.

We have found that 50 per cent of our boys have "B" ratings on farming and that 19 per cent have "A" ratings; therefore, an "A" rating on farming probably is not as significant as it is in any of the other occupations listed on the Strong Vocational test with the exception of Boy Scout Master, in which case we find 20 per cent of our boys rate "A." T., K. F., also has an "A" rating as Boy Scout Master. The social science score of the Iowa Content Examination indicates further that he has an interest in this general field; therefore, our recommendation is that he keep the boy scout work in mind as a possible avocation.

We classify our students into two groups: Certificate (recommended to college) and Diploma (non-recommended). The Prediction and Guidance Chart shows the line of demarcation drawn at the 30.8 percentile (double horizontal line). Students who make an index number of 12 or above are placed in the Certificate group; those making 11 or below are placed in the Diploma group. Diploma students are permitted to enter the Certificate group, provided they make a "B" average for two semesters. A "B" average in the Diploma course is considered the equivalent of a "C" average in the Certificate course. Only 2 per cent of our Diploma students transfer to the Certificate course.

SUMMARY

The graphic representation of the case of T., K. F., gives one the fol-

¹ It would be in accordance with better graphical standards if the distribution curves were reversed so that the low grades would be at the left, the high grades at the right.—EDITOR.

lowing information from a brief inspection of his ratings in this convenient form.

First, his recommended grades from high school are below the average, but his psychological test and content examination indicate clearly that he is capable of doing college work. Judging from the marks that our students have made during the last three years, one may feel quite safe in predicting a "C" average or better for him in college. (T., K. F., actually has an average grade of "B" for all work done in the Long Beach Junior College, 20½ units and 44 grade points.)

Second, his interest and ability to retain mathematics and science may be considered as an indication of the occupation in which he is most likely to succeed.

Third, the personality test ratings seem to indicate that he is well adjusted socially. The introversion rating seems to be common among students who are interested in science.

Fourth, the vocational test gives us more definite information for our recommendation. The outstanding interest of T., K. F., seems to be under the section of the test listed "Science," and our suggestion is that he prepare for chemical engineering, with a secondary interest in the field of boy scout work.

AERONAUTICAL EQUIPMENT

A touch of the control lever and Los Angeles Junior College's wind tunnel breaks into its song with a loud roar, as the powerful 40-horsepower electric motor sends the six-foot propeller into action. The tunnel is over forty feet long, and six feet in diameter at the ends. Ten feet from one end is the test

chamber, where experiments are carried on. At the other end is the motor with its highly polished metal propeller.

The motor is capable of generating a 100-mile per hour wind current, which is sucked through the funnel-like end of the tunnel and passed through the test chamber, where model airplanes, designed by the students, are put through their paces. The model planes are connected by wires to a set of delicate balances which measure the lift and drag of the model ships to within 1/100 of a pound.

With the tremendous advancement of aviation in the past two decades, there is little doubt of a glittering future in all branches of the field. The Los Angeles Junior College aviation shotgun is loaded with two-ply ammunition—vision and skill—aimed directly at a technical as well as theoretical target.

In addition to the wind tunnel, the equipment of the Aëronautics Department includes four airplane motors, two of which are 400 horsepower Liberty V12 motors, one 12-cylinder Packard 2A1500 inverted motor of 600 horsepower, and one Packard 2A2500 motor, capable of developing 800 horsepower.

At present there are over one hundred students in the Aëronautics Department, but this enrollment is expected to increase as the incoming students see opportunities to study a subject that has great future possibilities.—*Junior College Collegian*.

Many colleges ought frankly to face the question as to whether they have a financial or educational right to continue as four-year colleges.—PRESIDENT E. H. WILKINS, Oberlin College.

Junior Colleges in Oklahoma

OH LAND MORTON*

The Oklahoma State Department of Education has set up standards for junior colleges. Briefly stated, the standards provide that:

A junior college is an institution of higher education with a curriculum covering two years of collegiate work which is based upon and continues or supplements the work of secondary education as given in any accredited four-year high school. The junior colleges shall require for admission at least fifteen units of secondary work. The work of a junior college shall be organized on a college basis so as to secure equivalency in prerequisites, scope, and thoroughness to the work done in the first two years of a standard college. The minimum scholastic requirement of all teachers of classes in the junior college shall be graduation from a standard college, and, in addition, graduate work in a university of recognized standing amounting to one year, presumably including a Master's degree.

Other provisions deal with size of classes, number of students, library, reports, and other features similar to the generally accepted standards for junior colleges in the United States.

The State Board of Education has designated a committee which is responsible for the inspection of junior colleges. This committee is made up of one member from each of the following: the University of Oklahoma, the Oklahoma Agricul-

tural and Mechanical College, and the State Department of Education.

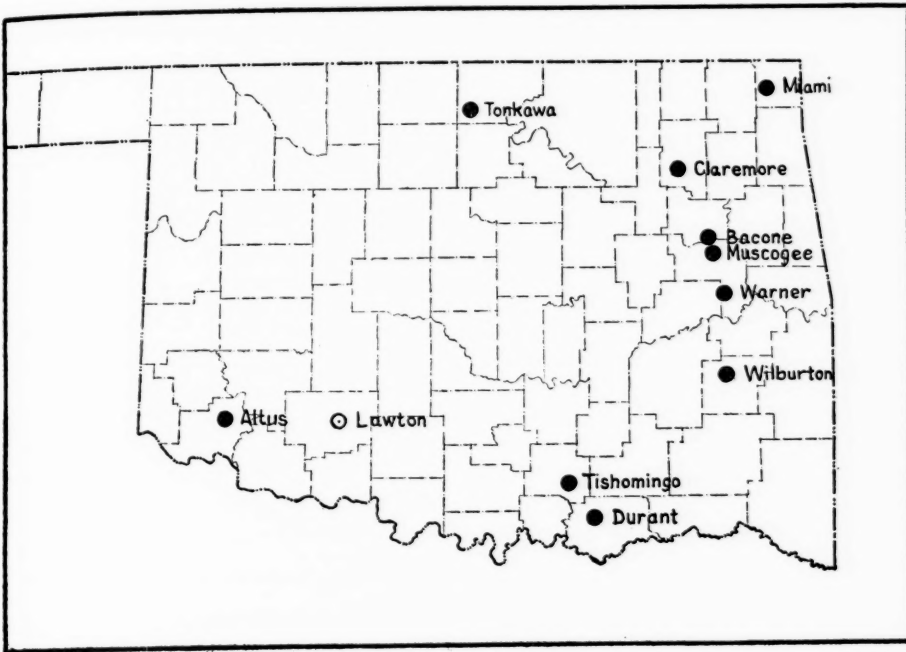
At the present time, there are eleven junior colleges in the State of Oklahoma which have met the requirements and have been accredited by the State Board of Education. These are Bacone College, Bacone; Muskogee Junior College, Muskogee; Cameron State School of Agriculture, Lawton; Murray State School of Agriculture, Tishomingo; University Preparatory School and Junior College, Tonkawa; Oklahoma Military Academy, Claremore; Eastern Oklahoma College, Wilburton; Altus Junior College, Altus; Connors State School of Agriculture, Warner; Northeastern Oklahoma Junior College, Miami; Oklahoma Presbyterian College for Girls, Durant. Their locations are shown on the accompanying map of the state.

Of the foregoing, Altus Junior College and Muskogee Junior College are a part of the city public school systems and financed from local funds. Bacone College and Oklahoma Presbyterian College for Girls are under private control and financed from private funds. The other seven are financed by the state and controlled by state boards. There are several institutions in the state both public and private offering less than two years of college work that are approved by Oklahoma University. The State Board of Education does not approve institutions for less than sixty hours of college work.

* Professor of History and Director of the Summer Session, Eastern Oklahoma College, Wilburton, Oklahoma.

In addition to the above-named junior colleges in Oklahoma there are two other junior colleges which are members of the American Association of Junior Colleges and are

have formed definite objectives. There have been approximately twenty attempts at establishing local junior colleges in Oklahoma with varying degrees of success.



Location of accredited junior colleges in Oklahoma

listed in the Directory of that organization, but which are not fully accredited by the State Department of Education. These are Bartlesville Junior College, Bartlesville; and Okmulgee Junior College, Okmulgee.

At present there is no law on the statute books of Oklahoma which establishes or regulates municipal junior colleges. In all Oklahoma public local junior colleges, fifteen units of high-school work are required before a student can be admitted. Oklahoma public junior colleges, with the exception of the two mentioned above, have not developed to the stage where they

Oklahoma has six state teachers colleges which were originally normal schools offering only two years of work. These are not considered in this paper owing to the fact that they were strictly normal schools and their function was to train teachers, although they offered only two years of work. The junior college movement had assumed practically no importance in Oklahoma at the time the normal schools became four-year colleges.

JUNIOR COLLEGE FOR INDIANS

Bacone College, near Muskogee, Oklahoma, is a mission school sup-

ported by the American Baptist Home Mission Society and by friends of the school. It is the only private Indian junior college in the United States. Indians from approximately thirty tribes are enrolled each year. This school was established in 1878 in Tahlequah, Cherokee Nation, Indian Territory. In 1881 with the assistance of William McCombs and G. A. Alexander, members of the Creek Nation, a charter was obtained for the school and permission was given to locate it in the Creek Nation. Following the removal to Bacone the curriculum was expanded, the teaching staff strengthened, and additional property and new buildings were added. These, together with what have been added since that time, have made Bacone College the greatest strictly Christian Indian school in the world.

Muskogee Junior College, Muskogee, was created in 1920 by the local Board of Education. From that date until 1928 it existed as a one-year institution, sponsored by the University of Oklahoma. Early in the spring of 1928 the Board of Education invited the inspecting committee, mentioned above, to visit the college and to make definite recommendations for the establishment of a two-year course. Upon the recommendation of the committee the State Board of Education authorized the establishment of the Muskogee Junior College. An inspection in the spring of 1929 resulted in a final accrediting of this institution by the State Board of Education.

SCHOOLS OF AGRICULTURE

Cameron State School of Agriculture, Lawton, was one of the six secondary agricultural schools es-

tablished by the first State Legislature on May 20, 1907. For twenty years it served its section of the state in this capacity. An act passed by the State Legislature, March 24, 1927, gave Cameron State School of Agriculture junior college status. At that time the name was changed to Cameron State School of Agriculture and Junior College. At the present time, while agriculture is stressed, there are departments devoted to engineering, mathematics, commerce, education, science, literature, history, and music, as well.

The Connors State Agricultural College at Warner was established by an act of the First Legislature approved May 30, 1908. It was originally known as the Connor State School of Agriculture, and the work was of high-school rank; but by an act of the Eleventh Legislature, approved March 24, 1927, the name was changed to Connor State Agricultural College with the rank of junior college.

The Murray State School of Agriculture at Tishomingo has had a similar history, having been created for the same purpose as Cameron. It was, however, raised to the rank of junior college in 1924 when by resolution of the State Board of Agriculture the school was authorized to add two years of college work. This resolution was sanctioned by the State Legislature in an act approved March 17, 1924.

By an act of the Legislative Assembly of Oklahoma Territory, March 1, 1901, the University Preparatory School at Tonkawa was created. An act of Congress dated June 2, 1906, donated to the school a section of land adjoining the city of Tonkawa. A similar act of 1909 granted another tract of land for

the same purpose. By virtue of federal law, the State Constitution, and subsequent legislation, the University Preparatory School has a share in thousands of acres of land, the income from which or funds derived from the sale of same may be expended in the interest of the school. For this reason the financing of this school imposes very little burden upon the taxpayers of the state. The college department was established in 1920. The institution is now a fully accredited preparatory school and junior college.

The Oklahoma Military Academy at Claremore is a military boarding school owned by the state of Oklahoma and operated under the supervision of a Board of Regents who are responsible to the Government of the Commonwealth. It offers academic, vocational, and military training to boys 14 years of age and older during four years of high school and two years of college. It is a member of the North Central Association of Colleges and Secondary Schools and is rated as an "essentially military school" by the United States War Department. Although only twelve years old the popularity of the school has justified the generosity of the state in providing excellent buildings to house the academy facilities. These include the administration building, dining hall, barracks, hospital, armory, cavalry stables, heating plant, and the campus home of the president. The junior college course was added as a result of Senate Bill 209 enacted by the State Legislature in 1923.

SCHOOL OF MINES CHANGED

Eastern Oklahoma College, at Wilburton, was founded in 1909 by

the First Legislature of the State of Oklahoma as the Oklahoma School of Mines and Metallurgy for the purpose of teaching such courses in mining and metallurgy as would give a thorough technical knowledge of all subjects pertaining thereto, including mathematics, chemistry, and engineering given in a four-year engineering course, and with power to confer degrees in these courses and others that the faculty might deem necessary. The citizens of Wilburton donated sixty acres of land one mile west of town for the location. The Second Legislature appropriated \$235,000 for buildings and maintenance. In April 1911 the school was moved from the rented quarters in Wilburton to the new buildings. The Eleventh Legislature passed House Bill 201 in 1927, changing the name of the School of Mines and Metallurgy to Eastern Oklahoma College.

The Northeast Oklahoma State Junior College at Miami was created in the year 1919 by the State Legislature as the Miami School of Mines. At a special session of the State Legislature in 1924 the name of the Miami School of Mines was changed to Northeast Oklahoma State Junior College. The list of subjects offered in the course of study has been submitted to the authorities of the University of Oklahoma and has been approved by them. The Northeast Oklahoma State Junior College is a member of the North Central Association of Colleges and Secondary Schools.

Altus Junior College located at Altus, Oklahoma, is a municipal institution founded and maintained by the city of Altus with the avowed purpose of facilitating the first two years of college work for the gradu-

ates of Altus High School and the neighboring high schools. The administration of the college is in the hands of the Board of Education for the city of Altus and the direction of college activities is supervised by the city superintendent of schools and the dean of the college. This college has received recommendation from the Committee for the Supervision of State Colleges and the State Department of Education and is fully accredited for two years of college work.

Oklahoma Presbyterian College was founded in 1894 at Durant as the Calvin Missionary Institute. In 1900, contracts with Indian tribes were secured and the plant was enlarged. That same year the name was changed to Durant College. In 1910 a modern school building was erected and the name was changed to Oklahoma Presbyterian College for Girls. In later years the institution has been conducted as an accredited junior college. Southeastern State Teachers College, one of the largest teacher-training institutions in the state, located at Durant, maintains cordial and helpful relations with this school. A co-operative arrangement makes it possible for a girl to remain under the influence of the church college an additional two years and secure a degree from the teachers college. Seven different Indian tribes are represented at Oklahoma Presbyterian College. There are twenty members on the faculty, and Dr. Ebenezer Hotchkin, associated with the school since 1896, is president.

There are approximately fifteen hundred students enrolled in the junior colleges of Oklahoma. The average number of faculty members is fifteen.

JUNIOR COLLEGE ASSOCIATION

The Oklahoma Association of Junior Colleges, which is a division of the Oklahoma Education Association, was organized in 1927. Dr. E. E. Tourtellotte, President of Eastern Oklahoma College at Wilburton, has served this group as its president most of the time since its organization.

The Association was organized to bring the teachers of the junior colleges in the state of Oklahoma together, so that the problems involved in administration and professional technique might be discussed with a view to standardizing and correlating the various curricula. The Association holds its meetings at the same time and place as the Oklahoma Education Association. The speakers are chosen from outstanding junior college men in the United States. The Association has grown steadily since its organization. Dr. C. M. Conwill, President of the Cameron Junior College, who heads the Association this year, anticipates the greatest year for junior colleges in Oklahoma that the Association has known.

CONCLUSION

At the time this is being written the Legislature is in session, and in keeping with the general policy of the administration, substantial reductions are being made in the appropriations of the various state institutions. The next biennium will in all probability be rather trying for junior colleges, but there will be ample opportunity for them to justify their existence. Most of the junior colleges are serving territories in which there are no other institutions of higher learning. Un-

der the present economic stress these colleges are taking care of students who under normal conditions would be attending the larger institutions in Oklahoma and in other states.

People of Oklahoma are realizing that junior college education is as efficient as and less expensive than the first two years in senior colleges. The accompanying map shows that most of the junior colleges of the state are in that section of Oklahoma which was formerly Indian Territory. This is not due to any superior development but to a larger population. The western half of the state is not so densely populated as the eastern, or old Indian Territory, part.

While there is no probability of more state junior colleges being created in the immediate future, there is likewise no probability of any of those already in existence being abolished. This statement is based upon the fact that the people of Oklahoma are just beginning to realize the value of junior colleges. Heretofore the fight for junior colleges has been conducted by a comparatively few members of the Oklahoma Junior College Association. Now this association has the backing of the people.

WORTH A MILLION DOLLARS!

The presence of the Johnstown Junior College in the community has kept more than one million dollars in the Greater Johnstown District that would have been spent elsewhere had the students enrolled since 1927 been compelled to go to schools away from home during their freshman and sophomore years. This estimate is based by the

college officials of this Pennsylvania junior college on the fact that although students attending classes here pay the same amount of tuition that is paid by students in other good schools in this region, they do not have to pay the additional sums for room and board, travel and other expenses incurred through maintaining residence away from home. Until the last year or so, these additional expenditures ran on the average close to \$1,000 a year, and it is believed that at the present time they would average from \$600 to \$750. During the eleven semesters since the Junior College was established, 830 students have been enrolled in junior college classes alone, not including the large body of evening students. The amounts that would have been spent by these same students in attending school away from home are estimated as follows: 1927-28, \$150,000; 1928-29, \$250,000; 1929-30, \$225,000; 1930-31, \$235,000; 1931-32, \$215,000; 1932-33, \$220,000; total, \$1,295,000. Of this total number of 800 students, 324 have transferred to other schools, 285 discontinued schooling, and 221 are still attending classes.

"This catalogue has a dual purpose. First and primarily it is intended to serve the usual reference purpose of such publications. It has in addition, however, a distinctively educative function. It is introduced with certain general material designed especially to familiarize the local community with the relatively new type of institution represented by the junior college." —Introductory note in catalogue of Ventura (California) Junior College.

Mathematical Training for Engineering

JOHN HEDBERG*

It is a common practice among educators of all classes to excuse the lack of accomplishment of their students on the grounds of poor preliminary training. Professors of advanced engineering studies blame the teachers of mechanics for the poor work of their students. Teachers of mechanics place the blame on the teachers of calculus and trigonometry.

It has occurred to me that this occasion offers an excellent opportunity for me to do a bit of this professional "passing the buck," but I am not going to do it—at least not entirely. In fact I should confess at the start that your junior college graduates compare well with our regular Stanford men. My opinion is that they can hold their own in the junior year of any of our universities although my observations are limited to the teaching of advanced engineering in but three: Cornell University in the East, Purdue University in the Middle West, and Stanford in the Far West.

Definite deficiencies of a serious order, however, show up in advanced engineering courses that point directly to the preliminary training. I do not mean to insinuate that mathematics teachers have neglected their duty, or done otherwise than what they thought best

for their students. I think the core of the matter is the divergence of objectives plus the divergent methods of arriving at the same objective.

We recognize, of course, that primarily we want our students to think clearly, and undoubtedly all teachers strive toward that end in one way or another; but what we want in advanced engineering is that our students have strength in thinking about engineering. If they can also appreciate a multitude of other things, that is very well indeed, but not to the extent of neglecting engineering.

Strength in thinking requires a background of experience, for thinking is largely a matter of recalling experiences or facts relating to the object of our thought. We should like to have our students develop an efficient thinking apparatus with information and processes well catalogued and made workable. We realize that there are limits to the desirability of trying to keep a multitude of details at ready hand for use, so that we try to provide many general processes of thinking and general laws as indexes to help them. I think we can all agree on this general principle. The trouble comes in our different evaluation of the importance of things and the confusion that results in our students' minds.

Specifically, the mathematics training of our students may be presented in the form of a logical development of mathematical theory

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in which the student is trained to think in terms of the necessary and sufficient conditions for the truth of a given proposition; or in the form of examples of the application of mathematical laws to a multitude of situations with the idea of broadening the outlook of the student; or as a means to an end, as a tool to be used for a specific purpose. Most mathematics teachers mix these three forms in various proportions in their courses, with the emphasis laid on the particular form that each one thinks important. There is much to be said for each form.

Training in logical mathematical induction is of immense value to any one. It develops a habit of critical opinion and careful reasoning that is invaluable in any line of thought. Unfortunately, this training requires an effort which does not appeal to many types of minds.

A broad outlook is always desirable, so that a mathematics course that spreads itself over a lot of ground is not only more interesting but has a better opportunity to develop a well-rounded experience. It may also enable undecided students to choose more easily a field of future study.

It is as a means to an end that we feel the mathematics training of engineering students should be emphasized. Although we realize that many of our graduates become bond salesmen and whatnot, our safest assumption is that they are going to practice engineering in one form or another. We do not doubt the value of the other objectives in the teaching of mathematics. We should be delighted if the students could make headway toward all three, as a few actually do; but we notice some serious deficiencies in our engineering students which we think

is partly due to emphasis in other directions.

We find that students are weak in handling force systems on structures involving geometrical relationships. Problems of trusses and cranes in which dimensions and loadings are given are missed because the student is unable to coordinate his geometry and trigonometry. We think that this trouble is due to a lack of contact or practice with trigonometry of geometrical figures, probably as a result of the emphasis on transformation of identities or the development of formulas of little practical use. It is much more important to the engineering student to have practice in the breaking up of distances and directions and in combining them than to memorize the tangent of half and double angles.

Our students do not have a grasp of calculus. They are able to follow through type problems of center of gravity or moments of inertia after a fashion, but if there is a problem involving alternative solutions they are likely to work all around Robin Hood's barn to avoid the direct use of a calculus method. I recall problems in hydraulics calling for the summation of pressures on curved surfaces in which the students will generally apply a cumbersome graphical method in place of a simple integration. Just last month a home problem was given to one hundred twenty students in theoretical mechanics at Stanford, about 40 per cent of whom were junior college transfers, to find the frictional moment developed at uniform wear on a spherical pivot. Previous problems had indicated the mechanics involved so that the only new thing was the setting up of the necessary integrals. Not one

student brought a correct solution to class.

Such weakness in calculus is probably due to a combination of causes. The elementary calculus course usually jumps too quickly into the calculus way of thinking. To minds that have been developed entirely on finite quantities and processes, the infinitesimal processes and the infinite summations appear incredible in spite of proofs. This doubt lurks behind an ability to solve formal problems and makes its appearance later in a lack of confidence in the application of calculus beyond the particular type of problems of the elementary course.

There is need for a transitional development from the finite to the limiting processes. A preliminary arithmetical calculation of functions in the stages of approaching a limit would help considerably by pinning new ideas to old processes. To the engineering students these arithmetical approximations form useful tools later under the name of the trapezoidal rule and the practical determination of velocities.

It is my opinion that the mathematical training of engineering students should include differential equations. If this can only be done at the expense of something else in the elementary courses, I would say let it replace some analytical geometry. Engineers are much more likely to run into a differential equation of some sort than a cardioid or a hyperbola. An introduction to the homogeneous and linear differential equation would be very useful.

There are certain practical operations very useful to engineers that cannot be learned too soon, so that

it is desirable to introduce them into the elementary training. The so-called "cut-and-try" solution of equations of high order or of multivariables is of great value. It might well replace Horner's method if that is still being taught. By the time students reach the junior year in an engineering school they should be well acquainted with the operations of a slide rule. A bit of formal instruction in the operation of some standard rule will give the student use of a most helpful tool.

Another matter that concerns us considerably is the complete ignorance of most of our students of the meaning of significant figures. It is positively painful to find answers to six or seven significant figures where the original data were good to but three.

All these suggestions point to the segregation of engineering students from the others. Courses need be designed with the objective of providing mathematical tools for prospective engineers and these courses would not be at all suitable for students of pure mathematics. If all students are combined and a course is designed to satisfy every need, many are likely to suffer. In those schools in which complete separation is impractical the needs of the engineering students may be met partially by the assignment of special problems.

I realize that some of your junior colleges have tried to carry out this segregation and have made progress toward the making of mathematical tools for the engineering students. My limited observation of the junior college transfers points to a better showing in classes by these practically trained students. I can only encourage a further development.

English in the Junior College

ALICE RICE COOK*

Partaking of the characteristics of both the secondary school and the college, the junior college has a real contribution to make in the field of the teaching of English. The two major groups of students found in the junior college require two different curricula: preparatory courses for those students going on to college or university; terminal courses for those not going beyond junior college.

In the preparatory English courses, the teacher is faced by the problem of developing the powers of the individual student on the basis of the traditional curriculum of the college or university—until such time as the leaven of the new education shall cause a change in higher education. Recognizing that acquiescence to the present traditional demands of the university is but temporary, what can be done to humanize the content and method of instruction in the two courses almost uniformly offered by junior colleges in duplication of the university undergraduate courses in English, First-Year College Composition, and Survey of English Literature?

FIRST-YEAR COMPOSITION

Drawing upon the survey made by Professor Shipherd, of Boston University, of the composition required of college freshmen, we gain an idea of the demands of a composite course in college composition.

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Since the survey includes seventy-five colleges and universities located in all parts of the United States, the results may be considered fairly representative. This imaginary composite course has about twenty-seven pupils, meets three times a week, and writes about one short theme (of four pages) a week and two long themes a semester. Exposition, description, and narration are studied. Since 38 per cent omit argumentation, there is the possibility of omitting that form of discourse. Models from pure literature will be used. The chances are about even as to whether a rhetoric or a handbook will be used. Individual conferences are required at least two or three times a semester. A small amount of reading in literature will be required with the probability of a minimum of a thousand pages a semester.

The junior college offerings duplicate such a course closely, although many different names are given to the first-year composition work: English Composition; Composition; First-Year Reading and Composition; Freshman English; Rhetoric and Themes; and Rhetoric.

Having obtained a general idea of the demands of the university and the offerings of the junior colleges, we may consider the organization, assignments, and class procedure of a junior college first-year English course which shall meet the demands of the higher institutions and of the students themselves.

Such a course, perhaps called "Reading and Composition," meets the regulation number of three times a week for fifty minutes and has about twenty-five members. The only means of selection employed is the preliminary English examination given as an entrance requirement. Those students who fail to pass that examination must take sub-freshman English.

At the first meeting of the composition class, an idea of the individual needs of its members is obtained by having each person list his requirements or wants along the lines of expression and reading as evidenced in real life-situations, both in and out of school. Such items as the writing of letters, giving of talks, writing up of reports, learning how to study, and improvement in spoken and written English will constantly occur in these lists. This material is classified by a committee chosen by the group and the instructor. After an explanation by the instructor of the aims and content of the college or university course which this present course is to parallel, and an explanation of the objectives which the instructor holds for the class, such as the overcoming of certain provincialisms of speech or the gaining of a wider acquaintance with the facilities of the library, the threefold aims of the students, of the university, and of the instructor are incorporated by a committee into a suggestive outline or outlines of units for the year. Each suggestive outline is prefaced by general and concrete purposes to be used as guides. After the presentation of these outlines to the class, action is taken as to the acceptance of a tentative plan as a basis for work. Mimeographed copies furnish

each student with a preliminary view of the field.

After the "what" and "why" of the work have been at least temporarily settled, the "how" constitutes the next problem. The various units of the proposed course of study are examined from the viewpoint of method and assignment. Certain units, such as "Improvement in Grammar," will be best conducted mainly along individual lines. Other units, such as "Giving Talks," will demand group work of a social nature. Although some of the reading will be duplicated by all the students, the major part is individual, along lines decided upon in conference with the instructor. At least two thousand pages of general reading, widely distributed unless the student has already a wide literary background as preparation for specialized reading, will perhaps form a minimum requirement.

If a reading chairman, a composition chairman, and a chairman to head each unit are chosen at the beginning of the year, the instructor will find that the real needs of the class will be more nearly met. The reading chairman will consult with the students about their reading problems, have general oversight of the required reading, make certain that books are on reference in the library, and advise with the instructor about such problems as pertain to the reading habits of the class. Very similar to these duties are those of the composition chairman in the field of the writing problems of the class, such as standards of grammar and penmanship.

The general chairman, in consultation with the other chairmen, members of their committees, and the instructor, formulate definite

plans for each class meeting, appoint necessary chairmen-of-the-day, make certain that auxiliary material is present when needed, and plan assignments.

Assignment-making thus becomes the joint duty of the group and the instructor. Preliminary plans for assignments are made early in the year, but these are likely to be changed before the unit is assigned permanently, since when a plan of assignment proves unsuccessful, the other chairmen will make changes in their own plans. Mimeographed copies of assignments should be in the hands of the students at least two weeks before the time for the assignment. The instructor will find that discussion of various methods of class procedure in some detail results in the working out of more interesting and worth-while class hours by the chairmen and their committees. The use of the process of pre-testing, teaching, and testing results as a means of mastery may well be made the basis of the various units. Those students successfully demonstrating their mastery of a given unit in a pre-test are released from that unit for further study along individual lines.

If it is true that the chief complaint of college students is that the methods of instruction are antiquated, as evidenced by the condemnation of the lecture system and the formal recitation, and the plea for more student participation, then it is plainly time that this condition be improved through the co-operation of those most closely concerned—the students. Their suggestions should be consulted as to books to be used, after an examination has been made of the offerings in the field. With definite objectives, individual and group, each student is

in a position to judge what books will best effect the achievement of these objectives. Every problem is solved by student and instructor working together. No two classes are conducted in the same way, nor do the same things at the same time.

SURVEY OF ENGLISH LITERATURE

Entitled "History" or "Survey of English Literature," this college course in English literature is usually an elective of sophomore rating. The customary way of dealing with it is by the use of a combination lecture-recitation method, accompanied by assignments consisting of the reading of certain portions of English literary masterpieces. Required knowledge of the history and of the most important works of English literature constitutes the usual demands of such a course. This aim need not be antagonistic to the one of awakening students to the appreciation of good books, and the cultivation of habits of good reading which continue to be a normal means of education throughout the entire life of the student.

As we decided that the junior college must accede for the present to the desires of the college and the university in the composition field, so must we do in the literary field. Incorporating the literary requirements of the university into the year's work, the junior college class adds its own literary objectives, such as the desire to know something about the novel or drama in different countries. By the use of a similar procedure to that indicated in the composition work, a series of units is outlined and general chairmen are chosen as heads for the units. The inclusion of a unit dealing with the history of the Eng-

lish language should prove intensely valuable to the students.

The expression side of English is not to be neglected even when the emphasis is placed on reading. Projects, individual or group, furnish ample opportunity for writing and speaking. Making an anthology of poetry or prose, writing a history of American literature for a junior class in high school, or becoming an authority concerning a given writer or period—all such pieces of work offer splendid introduction into investigations of a simple nature, as they depend for their success upon the ability of the students to use literary resources, principally those found in the library. Always the librarian and the English teacher must work together, constantly alert to obtain the very best books and periodicals for the junior college students.

In addition to the first-year composition work and the survey of English literature, a remedial course in English is usually given in the junior college in duplication of the sub-freshman English course in the university.

TERMINAL ENGLISH COURSES

If preparation is made the main purpose of the junior college, there is danger of its becoming a mere senior college preparatory school. Interest in the group of students who cannot or should not go beyond the junior college level should be the first concern of the junior college. Such students should have an education which will prepare them for and give them practice in the activities of life.

It can be seen, therefore, that the planning of general terminal courses is one of the largest as well as the

most important of the problems facing the junior college at the present time. Something must be done about the fact that a majority of the courses offered in junior colleges are academic, whereas more than half of the students terminate their education at junior college level. The problems confronting students must be met by courses of a general cultural character suited to the constantly changing social and vocational needs of the community. Suggestive courses along these terminal lines in English fall naturally into the three general groups of writing, reading, and discussion. The two units of "Creative Writing" and "Independent Reading" are mainly individual in content and method; the three units of "Problems of Oral Expression," "Contemporary Literature," and "Problems of Social Understanding" demand a social-group method.

Creative Writing.—Since each student brings a different preparation and different aims and interests to this unit of "Creative Writing," the time allowance and content should be most flexible. After a conference with a student, the instructor is in a position to know the number of hours a week needed for the attainment of the student's objectives. For those students who need technical training in writing, methods similar to those used in the sub-freshman classes prove useful. For those students whose interest is in creative writing, individual conference methods are indispensable, with the freeing of the student from attendance at class. The conferences are held mainly at the wish of the student when a definite need of help arises. Meetings from time to time of all the students doing creative writing

foster the idea of group criticism. A one-act play written by a member of this group is worked up by some of the students and presented to the whole junior college group. An original poetry contest awakens great interest in the community. Always the interesting story, poem, or article finds its way to the editor of the junior college magazine (for of course there is one!).

Independent Reading.—The center of the unit in "Independent Reading" is the library. The oft-times recited values of browsing have seemingly had small effect on English courses in the junior college. In the university and four-year college, such departures as the reading plan at Harvard, the "Books" courses at Ripon College and Rollins College, and the independent reading plans at Reed and Princeton, as well as the great amount of honors work, indicate the growing realization of the importance of independent reading, chosen in the main by the student, under guidance. The habit of dealing with books as a whole rather than with selections from them will result in an expansion of the life of each student and the widening of his experience.

Instructor and student formulate an outline for the work of the year by combining their purposes. One girl wishes to make herself an authority on the novel in English. Basic references, together with a tentative list of novels, are outlined in conference with suggestions as to principles of literary criticism. From time to time the student gives reports, either written or presented before some high-school or college group.

In a similar way, a student wishing to read in world literature maps

out with the help of the instructor his plan of action. It is possible for a student to choose to read in fields outside of the purely literary. Perhaps the need of a knowledge of the history of civilization is felt by one; another desires training in worth-while magazine reading; another, wishing to become a children's librarian, chooses to read in the field of juvenile literature; an adult, forced to leave school in the grades, wants to know about the classics read in high school. Every one has a separate reading problem, the solving of which will change the rest of his life. Rarely through assignments, but generally by intelligent direction from a genuine teacher, can this take place.

Problems of Oral Expression.—The first of the three units dealing primarily with discussion, the one of "Problems of Oral Expression," deals with the affairs of everyday life which call for speech: introductions, conversation, giving orders, purchasing articles, applying for positions, telling stories, giving class reports, addressing meetings. Such a list of topics is obtained from the members of the group, inclusion of a given topic being dependent upon a majority vote. The meetings of the group are concerned with the practice of the forms of speech dictated by the interests of the group, followed by suggestions, and concluded by successful exhibitions of the desired end. The group, as demanded, turn from being an audience of children, to which a story is told, to an employer, who is considering or interviewing a candidate for a position. When help in voice training is needed, then is it supplied. No chance to listen to lectures or plays should be lost by this group, for discussion of the

diction and voice of people "in action" is intensely valuable.

Contemporary Literature.—The entire field of the literature of today—newspapers, magazines, and books—furnishes material for the unit in "Contemporary Literature." At the first meeting of the group, committees may be chosen to draw up tentative plans for the consideration of the various types of literature: drama, essay, fiction, biography, and poetry. Suggestive lists of reading, problems for student research, suggestions for class hours—all these points comprise the work of the various committees. After their reports have been presented to the class-group, for additions and improvements, the committees meet again to draft a preliminary outline of the first few class meetings. Some classes prefer to have everyone read poetry at the same time; others feel strongly that each student should follow his own line of interest, regardless of what the other students may be doing. After the average student has started to satisfy his desire to be generally intelligent concerning the latest books and authors, he is willing to peer among the earlier works of literature and even to approach literary criticism. The instructor, however, should never forget that although the social need to know about Kathleen Norris may seem unnecessary, if not even lowbrow, it is perfectly legitimate.

Problems of Social Understanding.—The last unit, "Problems of Social Understanding," may at first glance seem to have little to do with the department of English. As the student precedes the subject-matter in importance, so the problems of the student transcend the problems of English. These student problems,

during and after school-days, come mainly from a lack of understanding in human relationships. Such a lack is one of the principal reasons for the lack of harmony in the fields of business, marriage, and education. Through consideration of the problems of human relationships as portrayed in current literature, on the stage and moving-picture screen, and in the lives of those about him, the student has an opportunity to fashion a philosophy of his own which should enable him to meet present needs and future contingencies. Furthermore, the realization that others are struggling with the same or similar difficulties helps him to be more impersonal.

The instructor, chosen with great care, must allow the students to determine the subjects for discussion. Otherwise only those things judged suitable by the instructor will be discussed! Sex, marriage, family relationships, friendship, business, and religion will probably be the topics of major interest to most groups. Although the questions will be of great personal interest to each member of the class, the instructor must keep the general tone of the discussions entirely impersonal if the work of the class, when the course is over, is to be judged really successful.

The preceding suggestions only hint at the possibilities of the junior college curriculum. Such courses as "History of Drama" and "Chaucer" belong primarily to the university. Guidance and opportunity to experiment in reading, writing, and talking are consistent with the aim of the junior college to provide its students with two years of general training in vocational and cultural fields.

Across the Secretary's Desk

PAST PRESIDENTS—JEREMIAH B. LILLARD

Through a long line of successful experience in public education, "Jerry" Lillard came to the presidency of Sacramento Junior College, one of the larger junior colleges in America. When it was decided at Atlantic City that the next meeting of the Association should be held on the Pacific Coast, it was also decreed that the next president should be a Californian. President Lillard was the unanimous choice of his fellow Californians and of the Association.

Jeremiah B. Lillard was born July 28, 1873. He received his Bachelor's degree at Stanford University in 1899, and the Master's degree at the University of Southern California in 1911. He did further graduate work in the University of California. His professional experience includes teaching and principalship in elementary schools, high-school supervision, and university instruction. In 1923, after Sacramento Junior College had been separated from the local high school and placed under a Junior College Board of Education, he was chosen president, which position he now holds.

President Lillard faced a difficult task in organizing a program for the Association. Many junior college executives did not feel that they could afford the time and expense necessary to attend the meeting in Berkeley. The meeting, however, was well attended by representatives from thirty-two states. The discussions were constructive. President Lillard's peculiar genius for organization was manifest both in his conduct of the sessions and in his arrangement for many of the visitors from other states to avail them-

selves of the opportunity to see the junior colleges in California.

DOAK S. CAMPBELL, *Secretary*

BLUE RIDGE CURRICULUM

The annual report of Edward C. Bixler, president of Blue Ridge College, Maryland, contains the following statement regarding the curriculum:

Sufficient courses have been offered to meet the needs of the students and keep within the resources of the institution. While about 65 per cent of our graduates ordinarily enter the junior class of other colleges for the completion of their college course, about 35 per cent of those who enter the freshman class finish the college course. A number enroll for terminal courses or drop out from lack of interest, ability, or finances. This presents a problem in offering to these students such courses as will be most interesting and profitable to them. Surveys are being made to determine the largest usefulness of the junior college in serving its constituency. The results of these surveys may necessitate some changes in the courses offered and yet provide fully for those who plan to finish the four-year course.

EDUCATION AT LESS EXPENSE

"Better Education at Less Expense" is given as the "theme song" of Weatherford College, Texas, an institution of the Christian denomination at Weatherford. The aim is developed through the co-operative dormitory plan, where all students aid in the work. It is said to be resulting in great savings on expenses to all students.

"Ancient History"

JOHN DEWEY'S OPINIONS

Regarding the six-year high school, proposed by President William R. Harper at the 1902 meeting of the schools affiliated with and co-operating with the University of Chicago, John Dewey, then a professor at the University of Chicago, said:

The high school at present has no definite task of its own, and no specific aim. It begins at no definite point and it ends at none. It stops, as President Harper has told us, in the middle of a situation. It carries nothing to completion, but spends its energy in preparation for a work finished elsewhere. It makes beginnings, of the issue of which it has no vision, and over the consequences of which it has no supervision. Hence the waste that results from confusion and continual distraction of energy. A six-year period would enable the high school to face its own peculiar problem: that of opening to the mind avenues of approach to all the typical phases of nature and society, and acquiring a sympathetic knowledge of these areas of life—culture, in a word. Facing its own problem without distortion from outside pressure, it would have free space and leisure in which to work out that knowledge of the universe of nature and of humanity that is worth while; and that would enable its graduates to undertake later specialization in professional and research lines in an intelligent way—intelligent both as to consciousness of their own capacities, tastes, and needs, and as to the knowledge of the relations of the particular province to which they are to devote themselves to the whole federated field of life.¹

CLARENDON COLLEGE, TEXAS²

Clarendon College, a Methodist institution at Clarendon, Texas, opened in 1898, not as a junior college, but as an old-fashioned school with preparatory, academic, and college departments. However, in this connection there was a new feature, for it set forth as one of its chief purposes to conduct a "university training school" which would offer work through the sophomore year. This was a unique situation and quite different from anything ever attempted thus far in Texas education. Its rather unique announcement of its purposes, as stated in the first published bulletin of the College, was as follows:

The College will be invested with chartered privileges. Students wanting to take a university course will be trained with reference to their purpose up to the grade where it would be proper for them to attend the university, thus rendering it unnecessary and unadvisable for them to attend the university until they are prepared to enter an advanced class in the university. Who would desire to be a Prep or a Soph in the university? After the prescribed university training course is completed, those who cannot, or do not, desire to attend the university may continue the course until the college course is completed to graduation.

¹ In *School Review* (January 1903), XI, 19-20.

² From C. Wedgeworth, "The Junior College Movement in Texas," pp. 11-12. (Unpublished Master's thesis at University of Colorado, 1929.)

The Junior College World

OREGON CONSOLIDATION CONSIDERED

A plan is under consideration in Oregon for the consolidation of a number of the denominational four-year colleges in the Willamette Valley into a single four-year college at Portland, McMinnville, or Salem, the present plants of the constituent institutions to be made into local junior colleges. Possible institutions involved in the proposal, which is as yet only in the tentative stage, include Albany College, Presbyterian, Albany; Linfield College, Baptist, McMinnville; Pacific College, Friends, Newberg; Pacific University, Congregational, Forest Grove; Reed College, non-sectarian, Portland; and Willamette University, Methodist, Salem. The *Portland Oregonian*, of January 14, carried a full-column article discussing the plan. It said, in part:

.... Only the absence of a definite proposal from some philanthropic individual or organization delays the launching of plans to combine some of the smaller institutions of higher learning in Oregon on one campus.

The movement to interest philanthropists in such a project has been carried on informally ever since the conference of northwest colleges at Willamette in November, and the presiding officers of the boards of all institutions involved met in Portland recently to discuss the situation.

In any plan of amalgamation there would be at least three colleges which would not consent to removal from their present locations—Willamette, Reed, and Linfield. All three are comparatively well entrenched financially and would not be inclined to desert the cities where they now belong. They

might, however, welcome the institutions seeking to become neighbors.

McMinnville is too small a city to be considered seriously as a possible site for the college union, so the choice would lie between Salem and Portland. Dr. Robert Kelly, executive head of the Association of American Colleges, favored Salem and so expressed himself while in attendance at the regional conference here. Dr. Kelly, incidentally, was the man who originated the idea, although President Dobbs of Pacific University has recently advocated the plan, with Portland as the site because of its size and lack of an educational institution large enough to serve its needs.

Undoubtedly all the colleges combining would insist on retaining their identity and privilege of continuing to do the sort of higher educational work for which they were created. This might lead to complications, although the plan now being considered most favorably would preserve their essential independence, while making use of several facilities in common such as libraries and laboratories.

Lower-division work would probably be turned over to junior colleges which might, as President Dobbs suggests, make use of the present small college sites and buildings.

TEXAS FACULTY FACTS

A recent report from the State Department of Education of Texas lists 208 instructors actually teaching in the seventeen municipal junior colleges of Texas in 1931-32. Only sixteen of these were teaching more than one college subject. The average teaching load varied from 14 to 17 hours per week in the different colleges. The average salary varied from \$1,223 at Ranger Jun-

ior College to \$2,478 at San Antonio Junior College. The median salary for the entire group was \$1,980. On a basis of sex the distribution was almost equal, 108 being women and 100 men. The Bachelor's degree only was held by 57, the Master's degree by 139, and the Doctor's degree by 3.

JOHNSTOWN RECORD IMPROVED

A report recently circulated among members of the faculty shows that fewer students were failing in their work at the end of the first six weeks of school this semester than at any other corresponding time in the history of the Johnstown (Pennsylvania) Junior College. The decreased failure rate is believed to be due chiefly to the fact that no students are now accepted from the lowest fifth of their high-school classes. This rule went into effect two years ago and the failure rate has been greatly reduced in these last two years. Another factor is the continued extension of the advisory program. For the last three years every student has been definitely assigned to a faculty adviser who not only helps the student choose his subjects at registration time, but continues to give help throughout the year.

COMMUNITY VALUES

A municipal junior college, if it is to perform its intended purpose, should not only educate the pupils of the community, but also it should be a distinct aid to the business and cultural elements of the city. This should also be the attitude of all persons concerned with a college of this type. We believe that our junior college ever since its foundation in 1921 has been a distinct help

to the community life of Wichita Falls. Examples might be found on all hands to illustrate this statement. Our teachers are called on from time to time to help in various activities of a business nature in the city. Every teacher on our college staff has contributed his or her share to the church and the social activities of the city. Thus it can be easily seen that there are various other contributions that a college can make to the life of a community besides educational ones. This is a direct answer to those people who would bemean or belittle the services of our college. It is one of the uplifting forces for good in our city and its abolition would be a catastrophe for the community.—*The Wichitan*, Wichita Falls (Texas) Junior College.

CO-OPERATIVE EDUCATION

The following is quoted from a recent number of the *Arroyo*, the student paper published at Riverside (California) Junior College:

H. H. Bliss, in charge of the college co-operative department, spoke before an organization meeting of the Pacific Southwest Section of the Society for the Promotion of Engineering Education, held at the California Institute of Technology in Pasadena, December 29, 30, and 31. His subject was "Co-operative Training in the Junior College." The members of the society were very much interested, and held a lengthy discussion on the project. Riverside is the only junior college in the West having a co-operative department.

Mr. Bliss stated that the most interesting talk was given by R. W. Sorensen, of California Institute of Technology. Mr. Sorensen said that a considerable number of engineering students had attended the Institute after having been graduated from Riv-

erside Junior College, that they had done better than the average student there, and that he hoped to get more graduates of Riverside's co-operative course.

The co-operative scheme has been in operation at the Junior College for ten years. Training is offered in engineering, architecture, library work, nursing, and business courses. Because it depends on outside employment, the co-operative department does not have as large an enrollment this year as formerly, owing to the scarcity of positions.

Since the beginning of the local co-operative department, 186 individuals have had training in co-operative work, and of this number 149 have been graduated. Since it is an aim of the department to keep track of its former students, reports have been received on 117. Of these 117, one-third have gone to higher institutions. Seventy per cent have been working since they attended the Junior College in the occupations for which they were trained. Thirty-seven per cent have continued working for the same employer they had in junior college, and some have likewise completed university work in the interim.

VOCATIONAL GUIDANCE BY RADIO

A recent issue of *Education by Radio* contains an article on "Vocational Guidance by Radio," by Edwin A. Lee, director of the Division of Vocational Education at the University of California. He describes the series of broadcasts being made on Wednesday mornings, and closes with the following paragraph:

The division of vocational education is eager to help any high school or junior college which wishes to supplement the radio broadcasts with a curricula program. There is no problem which calls for clearer vision on the part of principals and presidents

than the problem of adequate vocational guidance. It is the hope that the University of California radio programs will stimulate a live and continuous interest throughout the state in this most fundamental aspect of education.

THREATENED LOSS DEFEATED

A report from Kansas states that the recently proposed Tax Limitation Amendment to the Constitution was defeated. This amendment, fostered by politicians who sought to curtail school support, would have limited taxes to such an extent that scores of high schools and elementary schools would have suffered, many kindergartens would have been dropped, and the public junior colleges would probably all have been obliged to discontinue.

OFFERS SELF AT AUCTION

An Associated Press dispatch in January from Texarkana, Texas, says: A junior college student here who believes that he cannot work his way through college and still get full value out of his studies has placed himself on the auction block, offering five years of his services in after-college life for the \$3,000 he needs to pay his expenses through the University of Texas.

MORE INSTITUTIONS ACCREDITED

Although the Middle States Association of Colleges and Secondary Schools has had standards for junior colleges since 1927, no junior colleges were accepted for membership until the 1932 meeting of the Association held at Atlantic City. Four junior colleges were approved at the November meeting and are included in the published list of approved institutions. These institutions are: Centenary Collegiate In-

stitute, Hackettstown, New Jersey; Packer Collegiate Institute, Brooklyn, New York; Sarah Lawrence College, Bronxville, New York; Seth Low Junior College, Brooklyn, New York.

TEXAS RECOMMENDATIONS

The Legislative Committee on Efficiency and Economy of the state of Texas, after several months' study, has recommended that six of the eight state teachers colleges in Texas should be deeded outright to local communities to use as junior colleges, and that if the proposal is not accepted they be operated as junior college branches of the University of Texas. These colleges are located at San Marcos, Alpine, Nacogdoches, Commerce, Canyon, and Kingville. The proposal has aroused violent protest on the part of the administrators and friends of the institutions concerned.

ATHLETIC ELIGIBILITY

At the last meeting of the Southwestern Athletic Conference, held at Dallas, Texas, the transfer rules were amended so that graduates of standard junior colleges may have two years' eligibility for athletics immediately upon entering a senior college or university. The eligibility must be completed within three years, however, allowing a junior college graduate one year out of school without affecting his athletic standing.

SEMINAR FOR MINISTERS

Beginning December 5, and continuing through December 9, 1932, Westmoorland College, San Antonio, Texas, fostered a Seminar for Ministers. Thirty pastors enrolled to study the elements involved in

planning a year's program. On becoming co-educational last September, Westmoorland found itself enrolling among its students seven candidates for the ministry, in addition to its usual number of young women planning full-time service in the fields of missions, Christian education, and welfare work. Those persons are being given special instruction in diagnosing community needs, surveying opportune areas, and planning and carrying into effect Christian undertakings.

CATHOLIC JUNIOR COLLEGE

"Selecting Subjects for Impromptu Talks" is the title of an article appearing in the issue of *Education* for January 1933. The author is Burton Confrey, Ph.D., of Catholic Junior College, Grand Rapids, Michigan. This is an institution not listed in the 1933 Junior College Directory.

DOCTORAL DISSERTATIONS

In a list of Doctors' dissertations under way in *Education*, 1932-33, which appears in the *Journal of Educational Research* for January 1933, are found the following dealing with the junior college field.

Ludwig S. Gerlough, "The Rise and Growth of the Junior College Movement in the United States with Special Reference to the Movement in Certain States," at the University of California, under Professor Swift.

Theodore H. Wilson, "The Philosophy of the Junior College," at Harvard University, under Professor Spaulding.

IDAHO CUTS RECOMMENDED

Governor C. Ben Ross of Idaho recommended a 28 per cent reduc-

tion in the budget of the Southern Branch of the University of Idaho, at Pocatello, Monday, January 11. Last year's appropriation totaled \$404,000. The 28 per cent slash represents \$115,777, leaving \$288,222 for operation of the institution for the school year 1933-34. The governor believes that reductions in salaries will largely compensate this lowering of appropriations. He indicated that the reduction was to be scaled according to the amounts earned: a 25 per cent reduction for wages in the upper bracket, 15 per cent in the average range, and 10 per cent in other instances.

LARGEST GRADUATING CLASS

One hundred and twenty students composed the mid-winter graduating class of Los Angeles Junior College, which completed the course and received their diplomas January 23. This is the largest midwinter class in the history of the college.

BECOMES CO-EDUCATIONAL

Although Westmoorland College, of San Antonio, Texas, has throughout its history been a school for girls, this year as a temporary measure boys were admitted as day students. The Board of Trustees, however, has recently converted Westmoorland permanently into a co-educational junior college. It is believed that this marks the beginning of a new and promising chapter in Westmoorland's history and that it will enter upon a larger program of service than it has ever been able to undertake in the past. Its field of opportunity is perhaps unexcelled by that of any other college of the Southern Methodist church; since, with the exception of

a small Lutheran college, Westmoorland is the only Protestant co-educational college of junior rank in a vast area extending four hundred miles north and south and nine hundred miles east and west.

WICHITA FALLS JUNIOR COLLEGE

Wichita Falls Junior College, Texas, established in 1922, is housed in that city's \$1,000,000 high-school plant. H. D. Fillers, superintendent of schools, also is president of the junior college. A radical reduction in tuition charge was announced for the fall term.

JOHN TARLETON ENROLLMENT

One hundred and twenty out of the 252 counties in the state of Texas, four other states, and two foreign countries were represented in John Tarleton Agricultural College last semester. The two foreign countries represented were Mexico and Denmark. Illinois, New Mexico, Louisiana, and Mississippi sent students to Tarleton. The total enrollment for the first semester was 927 students, a distinct increase over the total enrollment last year, which was 800 for the entire year.

PLAYS FOR JUNIOR COLLEGE THEATERS

Theater and School, a new volume which has just been published by Samuel French of New York and Los Angeles, is a dramatic manual written by Samuel J. Hume and Lois Foster. A feature of unusual interest and value to directors of dramatics in junior colleges is the annotated list of plays especially suitable for junior college theaters which has been prepared by Dr. Tempe Allison, of San Bernardino Valley Union Junior College, California.

In a paragraph introductory to the list, Dr. Allison says:

The development of the junior college has necessitated many innovations and changes in educational practice. The selection of plays for the junior college theater has been a baffling problem. Plays suitable for high-school students do not offer challenge enough for college sophomores; on the other hand the plays commonly used by the four-year colleges, where freshmen and sophomores usually enact only minor rôles, are too difficult for the junior college student. The plays included in these lists seem to the compiler to strike a happy balance between the two. They demand a maturity of thought, an exactness of interpretation, which more or less extend the abilities of the young college actor; yet, they are simple enough for him to comprehend with effort; they do not enforce a task out of proportion to his intellectual and emotional background and experience.

The list includes ninety-six carefully selected plays, together with information about each which includes author, publishers, type, size of cast, staging and costuming, royalty, and brief characterization of the nature and suitability of the play for junior college purposes.

FEDERAL LOAN APPROVED

The approval of a \$175,000 loan by the Reconstruction Finance Corporation to the Arkansas State Agricultural and Mechanical College, Jonesboro (through the State College Housing Association), for building two dormitories, was announced by the corporation on December 12. The loan is at 5½ per cent, payable in 24½ years. The corporation is a federal agency provided for by Congress under the Reconstruction Finance Corporation Act for the purpose of extending

government financial assistance for certain purposes in the present emergency.

TO REDUCE EDUCATIONAL COSTS

In the face of financial depression which has decreased attendance in many educational institutions, enrollment figures for Blue Ridge at New Windsor, Maryland, show that the college is continuing the steady growth which began five years ago, according to reports made at the annual meeting of the Board of Trustees, January 3. In fact, the enrollment of regular college students is more than twice what it was in 1928-29. Financially, the session of 1931-32 was a success. While the margin of receipts over expenditures was small, yet all the expenditures were met out of current operating receipts. The outlook for the present session is very satisfactory. Another feature of special interest was a reduction in board and room. The trustees authorized a reduction in board from \$170 to \$150 and a reduction in room rent to \$45. There is no change in the charge for tuition. The three items of tuition, board, and room will total \$295. This reduction is in keeping with general lowering of living expenses and will be in effect for the scholastic year 1933-34. No change was deemed advisable in the educational charges. The institution has always tried to maintain moderate charges, and never advanced its charges in proportion to the increase in the cost of living.

PHI SIGMA NU INSTALLATION

A chapter of Phi Sigma Nu, the national junior college social fraternity, was established at Went-

worth Military Academy, Lexington, Missouri, November 12, 1932, with President E. C. McGuire, president of the national organization, as installing officer. This is the first chapter of the organization in the state of Missouri, and the first to be installed in a military junior college. Nine active chapters are now in existence, the others being at Crane Junior College, Illinois; Potomac State College, West Virginia; College of Marshall, Texas; Cumnock College, California; Rider College, New Jersey; Ferris Institute, Michigan; Beckley College, Pennsylvania; and Bryant-Stratton College, Rhode Island.

PHI THETA KAPPA GROWTH

The following chapters have been added to Phi Theta Kappa, the national junior college honor society, since the printing of the chapter directory in the February 1932 issue of the *Junior College Journal*: Grays Harbor Junior College, Aberdeen, Washington; Yakima Valley Junior College, Yakima, Washington; Waldorf College, Forest City, Iowa; Johnstown Junior College, Johnstown, Pennsylvania; San Antonio Junior College, San Antonio, Texas; Junior College of Augusta, Augusta, Georgia; San Angelo Junior College, San Angelo, Texas; Anderson Junior College, Anderson, South Carolina; Blackstone Junior College, Blackstone, Virginia; Frances Shimer School, Mount Carroll, Illinois; Lees-McRae College, Banner Elk, North Carolina; Hebron Junior College, Hebron, Nebraska; Grand Junction Junior College, Grand Junction, Colorado; Tennessee Wesleyan College, Athens, Tennessee; Averett College, Danville, Virginia.

GOLDEN ANNIVERSARY

In 1934 Virginia Intermont College will be fifty years old. It has been announced that the trustees, officials of the college, and alumnae are planning for the 1934 commencement a fitting celebration of the golden anniversary of the founding of the institution. The semi-centennial program will include not only appropriate academic recognition of the standing and service record of the school; it will also review and commemorate the history of the men and women whose sacrifice and pioneering leadership laid the foundations for the success the college enjoys today.

The school was founded by Reverend J. R. Harrison, D.D. The first session was opened September 17, 1884, with thirteen boarding students and three teachers. Until 1893 it was located at Glade Spring, Virginia, thirty miles north of Bristol. Twenty years ago the institution was changed from a four-year college to a junior college. In this period the enrollment has increased 150 per cent, \$250,000 has been expended in building and equipment, and over \$150,000 invested in permanent endowment.

COLLEGE WOMEN OR GIRLS

The following extracts are taken from an editorial in the newly established *Lasell News*:

The staff of *The Lasell News*, after due consideration, has chosen an editorial policy in which we will encourage Lasell students to realize that they are now college women and not seminary girls. As we all know, the name of Lasell Seminary has been changed to Lasell Junior College. This change, however, means more than just a change in name. We are now

college students, not school girls, and as such we should observe the college standards of co-operation and self-advancement.

Every organization must have co-operation to succeed. If we are college women, we should, for instance, realize that there are reasons for certain regulations; we should also be more willing to obey these rules. Before we talk about such regulations which have been formed because of necessity, let us *as college students* first consider the consequences involved. We must realize that co-operation between a student body and the administration is important.

We should not only co-operate with others, but we should also acquire self-advancement. Many of us were sent to Auburndale for our education because it is near Boston. Too many of us, however, do not take advantage of the opportunities offered in the near-by city. To aid you in profiting from these opportunities, we have devoted a section of our *News* to the theaters in Boston. There have also been several art accounts in our paper. Symphony, likewise, has been reviewed. We do not attempt to publish a complete bulletin concerning Boston; you can find such a bulletin in Boston papers. We only want you to bear in mind that as college students you should be interested in more than campus gossip or school events.

It is up to us to make the most of our time. When we were in high school, our parents and teachers thought for us. Now we are "on our own." We as junior college students should realize the seriousness of education even more than university students; for many of us our scholastic career lasts only two years. We must make the most of our time.

PUBLIC JUNIOR COLLEGE GROWTH

The section of the Federal Biennial Survey of Education which has

recently appeared giving statistics of universities, colleges, and professional schools, as prepared by Emery M. Foster and Frederick J. Kelly, comments as follows on the growth of public junior colleges during a decade:

According to the returns made to the Office of Education there was an unprecedented number of higher institutions established by states and municipalities and school districts during the decade. In 1919-20, there were reported 109 publicly supported higher institutions, 99 of which were four-year institutions and 10 of which were junior colleges; in 1929-30, the number of institutions publicly controlled had increased to 246. Of this number, 117 were four-year colleges, and 129 were junior colleges. Twenty of the publicly supported junior colleges which reported in 1929-30 are state controlled, while 109 are under municipal or district management. In 1919-20 two of the publicly supported junior colleges whose statistics were reported were state controlled, while eight were parts of city or district school systems. All of the 20 state-supported junior colleges reporting in 1929-30 have been established in the past ten years or have been changed to junior college status from institutions already established. One of the state-supported junior colleges listed in 1919-20 has since become a four-year college, while the other has become a branch of the state university of the state in which it is located. One hundred and one more municipally supported junior colleges reported in 1929-30 than did in 1919-20.

It should be noted that the voluntary reports made to the Office of Education represent only a portion of the junior colleges in the country. The 1933 Directory, published in the January issue of the *Journal*, shows 189 such institutions.

Reports and Discussion

HOW THEY MEET THE DEPRESSION

What are the junior colleges and other higher educational institutions of the country doing to help maintain the morale of the unemployed in the present depression? This question was asked of all such institutions in the country a few weeks ago by the United States Office of Education. Some of the answers received from junior colleges in various parts of the nation, up to December 19, 1932, are given below:

Central Y.M.C.A. College of Arts and Sciences (Chicago, Illinois).—We are conducting the following activities free to unemployed men and women: (1) semi-monthly concerts followed by tea; (2) monthly presentations of plays by The Little Theatre Association followed by tea; (3) college student assemblies with such attractions as addresses by members of the faculty, debates, symposiums, and group singing, on an average of three times a month. Not only these attractions but all student club meetings are open to unemployed men from the outside. These include lectures under the auspices of the pre-medical, the pre-legal, the social research, and the engineering clubs.

Sheldon Junior College (Sheldon, Iowa). We are putting on shows and operettas for charity. We turn over ticket sale to public charities committee.

Arkansas Agricultural and Mechanical College (Monticello, Arkansas).—In order to give more labor to mature men and women who wish to attend college, we are building a stone dormitory. We are cutting our own stone and, in fact, are making all labor possible for the students in the construction of this building. We are making other improvements which require much labor.

Many of our students have been out of school for years and, finding themselves without jobs, decided that they would rather be in college and earning their living than remaining at home unemployed. For this reason we think that we are doing quite a bit toward assisting the unemployed.

Bakersfield Junior College (Bakersfield, California).—We have absorbed into many of our regular classes a considerable number of men and women out of employment, and we have made an effort to invite the participation of such people in the activities of our special evening classes. In addition to this the members of the Junior College faculty have been and are giving a good deal of service to the community by presenting talks and assisting with various programs arranged for public gatherings, without charge.

Edinburg Junior College (Edinburg, Texas).—Edinburg Junior College is sponsoring a fairly extensive evening program this year. One need not be a high-school graduate or a college student to take part in this program; he needs only to be interested in better living for himself and others.

Grand Junction Junior College (Grand Junction, Colorado).—This winter we are offering a series of free informational lectures on topics related to the understanding and appreciation of the people of this community. This is offered to encourage interest in education and to provide facilities for those unable to afford courses.

Itasca Junior College (Coleraine, Minnesota).—The normal charge of \$20 tuition at Itasca Junior College has been suspended for the year.

Caney Junior College (Pippapass, Kentucky).—The Caney Junior College has enrolled quite a number of older mountain boys who otherwise would be a part of the unemployed groups in the mining towns which abound in eastern Kentucky.

College of St. Francis (Joliet, Illinois). In the main, our efforts are directed in making liberal concessions in the matter of payments in favor of students whose fathers and mothers, as the case may be, are unemployed. Also, such phases of entertainment scheduled for our students as lectures and recitals by artists, and held during the course of an evening when adults are more liable to attend, we have opened to the public without charge.

Lamar College (Beaumont, Texas).—Lamar College is planning a series of lectures to be given by the members of the faculty

immediately after the Christmas holidays. The lectures will deal in a popular way with certain subjects and problems related to the field in which the instructors are teaching. This series of lectures will last for a period of six weeks, and we expect an enrollment of six or seven hundred men and women. At present the Parent-Teacher Association of this district is conducting four adult education classes with an enrollment of 165 mothers.

Snow College (Ephraim, Utah).—Snow College gave college courses one year ago to the unemployed public. Over two hundred people took advantage of the work given. It was free to all. No college credit was given. This winter we have organized our courses to extend over twenty weeks, adults taking the courses to be required to do the necessary work for credit, and we are going to drop those who will not prepare the work. All courses will be free and credit given.

Bethune-Cookman College (Daytona Beach, Florida).—Bethune-Cookman College is operating evening and part-time classes in an effort to maintain the morale of the immediate vicinity of Daytona Beach. In addition, our Community Service on Sunday afternoons affords an opportunity for service which functions in the way of providing wholesome, educative, and instructive entertainment.

Georgia Normal and Agricultural College (Albany, Georgia).—Last fall our college organized a Negro farmers' league, adopted what we called a live-at-home program, and began with the new year to keep employed, as well as to draw in the unemployed, on the farms by growing food-stuffs. The result of this movement is that there is probably more food grown in Georgia this year than in any previous year. We have succeeded in getting a number of land-owners to open up new farms for persons living in the city in order that they might be employed in this way, and we have had a good many conferences throughout the state, encouraging our people to return to the farms and seek there the employment that cannot be found in the overcrowded urban centers.

This fall we are conducting a series of public winter gardens where those who are less frugal may have winter vegetables. In this way we are not only providing more food but we are providing employment for a good many persons. As we see it, the farm offers the greatest field for relief during these days of depression.

State Agricultural and Mechanical College (Normal, Alabama).—We are planning night classes in vocational agriculture for rural farmers throughout the county, and we are also planning classes in home economics for women desirous of attaining further training in institutional cookery or plain sewing. In addition to these activities, contacts are made by various members of the faculty with people in rural communities in connection with their church relationships.

MEETING OF TEACHERS OF SPEECH

The National Association of Teachers of Speech met in annual convention at the Biltmore Hotel, in Los Angeles, December 27-29, 1932. Approximately five hundred teachers of speech from universities, colleges, and high schools in all parts of the nation were in attendance. All phases of speech-training and all levels of speech-teaching were represented on the three-day program which featured general meetings, group-section discussions, demonstrations, and entertainments.

One section meeting was devoted to a discussion of problems of speech teaching in the junior college. Approximately fifty teachers were present at this meeting, and more than thirty junior colleges in various parts of the country were represented. The chairman of the meeting was J. Richard Bietry, of the Los Angeles Junior College, who is chairman of the National Committee on Speech Training in Junior Colleges. The program consisted of several papers followed by a round table discussion of problems.

Mr. W. K. Peterson, of the Bakersfield Junior College, discussed "Establishing Speech Training in the Junior College." The second paper was presented by Mrs. Irene Childrey Hoch, of the Modesto Junior College, on "The Aims of Junior College Speech." Mr. J. N. Smelser, of the Phoenix Junior College, discussed "The Course of Study in Junior College Speech." A paper which aroused great interest among the teachers present was given by Professor J. Fred McGrew, of the

Fresno State College, on "The Clinic and Speech Correction in the Junior College." The last paper on the program was given by Mr. R. R. Johnston, of Long Beach Junior College, on "The Speech Extra-Curricular Activities on the Junior College Level."

At a meeting of the Executive Council of the National Association held prior to the opening of the convention, Chairman Bietry of the Junior College Committee presented the following report:

The report of this committee one year ago enumerated several topics which were being investigated, and suggested that at the 1932 convention a round table of junior college teachers be held at which time these topics could be discussed and possible solutions presented. This plan has been followed. For some time, members of the committee and other junior college instructors have been studying problems of organization, objectives, curriculum, clinic, and extracurricular activities on the junior college level and it is believed that many solutions and helpful ideas will be presented at our section meeting.

During the past year there has been some publication of articles dealing with junior college speech. *The Junior College Journal* has been the principal agency of publication. Other articles are now being prepared for publication.

Other than these few publications and a study of the topics suggested above the Committee has been inactive, believing it unwise to initiate hastily any projects which would involve expense or for which a satisfactory form of procedure had not been formulated. The Committee now believes that the time has arrived for it to function more actively and suggests the following problems needing attention: (1) a follow-up survey, similar to the limited one made two years ago, to ascertain what progress has been made in establishing speech-training in junior colleges; (2) a conservative educational campaign through the pages of educational journals to instruct junior college administrators regarding the aims and standards of speech-training; (3) a similar campaign of publication to acquaint the speech-teaching profession with the aims, ideals, and organization of the junior col-

lege as a new but permanent educational unit, in order to make clear the difference between the problems of speech-teaching in the junior college and those of the lower division of the college and university; (4) an exchange of ideas and opinions among junior college teachers with a view to developing a broader conception of the unlimited possibilities offered the speech teacher in this type of educational organization.

At the last convention the Executive Council voted to continue the Junior College Committee for two years. It is hoped that the present Council will concur in this action and will continue the practice of having one section at each annual convention devoted to a discussion of speech-teaching problems on the junior college level.

J. RICHARD BIETRY, *Chairman*

PHI THETA KAPPA

Phi Theta Kappa, national honor scholarship society for junior colleges, began, December 10, at Dodd College, Shreveport, Louisiana, a series of joint chapter meetings for the purpose of uniting those chapters already active and of organizing chapters in other accredited junior colleges. The chapters of Phi Theta Kappa are widespread over the United States, and it is their aim to become more unified and at the same time to expand to new territory. This aim is being carried out through the meetings of delegates from junior colleges where there is a chapter or a desire for one. This is one of the most progressive steps taken during the year 1932-33 by Phi Theta Kappa, and the meeting at Dodd College marks the first of many subsequent ones. Upsilon chapter at Whitworth College, Brookhaven, Mississippi, and Alpha Chi chapter at Dodd College were represented, besides a group of twenty or more students from Ouachita Parish Junior College, Monroe, Louisiana, who came to secure information about obtaining a chapter.

The meeting at Dodd College was carried out on such a practical basis that it can be duplicated in any ter-

ritory where there is a desire for such a thing. The national vice-president was there to give all information about the society and to encourage further joint delegations. The program was three-fold: the first feature was a lecture by Mrs. Pleas Hardwick, a member of the American Association of University Women; the next was social; and the last took the form of an open forum, which the national vice-president conducted. At this time the delegates from Ouachita Parish Junior College were given the information they sought; the different chapters exchanged ideas and criticisms; problems were discussed and plans made for the coming convention. All chapters in any region should try to promote this idea to the extent of having a meeting similar to the one at Dodd College.

It is not necessary to have a national officer present nor is it necessary to have a speaker. The main requirement is to have various chapters come together. Not all chapters can have a representative at the national convention, and these meetings can on a smaller scale give the same benefits. New enthusiasm is spread throughout the whole organization by such a meeting, for it marks progress, advancement, growth, and achievement.

FRANCES WEEMS
National Vice-President

WHITWORTH COLLEGE
BROOKHAVEN, MISSISSIPPI

REPORTS OF CRANE DEAN

In a thirty-page bulletin are published three annual reports of J. Leonard Hancock, dean of Crane Junior College, made to the Superintendent of Schools of Chicago for the fall semesters of 1930, 1931, and 1932. They were published in order to give greater permanency to these three years of reorganization and upbuilding of the institution subsequent to its temporary

removal from the North Central Association.

The first report is particularly interesting in that it lists in two parallel columns headed "Old" and "New" significant changes in administration, student conditions, and faculty responsibilities. The record of improvement in a single year when presented in this vivid form is an unusually striking one. It contains such contrasts, for example, as the following:

Old.—The registrar was untrained himself and had no clerical help.

New.—The new registrar is trained for the position by experience plus graduate courses. He has four regular clerks.

Old.—Students were admitted on any written statement that they had 15 high-school units of any sort, credentials to be presented later.

New.—Students are admitted only if full credentials are in and approved in detail.

Old.—Late registration was permitted as long as pressure lasted.

New.—There is no registration after the first two weeks.

Old.—High grades and few failures were interpreted as high scholarship! Pressure was applied on teachers to give high grades.

New.—Students are graded by a strict and honest standard. A new set of marks is used, corresponding to those used in neighboring universities.

Old.—The old library was hopeless in physical equipment, in space, and in reference books available. It was crowded with 80 students and 8,000 badly selected volumes.

New.—The new library, on the fourth floor, above street noises, will accommodate 20,000 books and seats 225 students.

Old.—The normal teaching load was 18 to 20 hours; teachers of laboratory courses, and sometimes others as well, ran up as high as 24.

New.—Class hours per week range from 12 for English teachers to 20 clock hours for some laboratory teachers (involving, however, only two classes). The average load is 15 to 16 hours.

Old.—Except for the rare times when the teacher had his own room during a free hour, there was no place for teacher-student conferences. For this purpose the teachers' lunch room and the corridors were most used.

New.—Six conference booths have been made out of two former rooms. Definite hours for the use of these booths have been assigned to each teacher of a non-laboratory subject.

Significant extracts from the 1932 annual report follow:

In July the combined pressure of bankers and Citizens' Advisory Committee forced the Board to further economies. Among those proposed was a tuition fee for students of Crane College. We of the administration not only saw this, with Superintendent Bogan, as undemocratic and unjust, we knew that not one in four of Crane students could pay the fee suggested, and we realized the chaos of shattered plans that would result, both for individuals and for the school, from such a change made on short notice. Our vigorous protests, however, would have gone unregarded had not the students themselves formed a No-Tuition Committee which turned the tide of public sentiment and official action. In spite of a few errors in judgment on their part, we have nothing but praise for the courage, initiative, and real unselfishness of these young people. They fought a good fight, and won. On the Wednesday before the opening of school, the Board voted to maintain Crane College without tuition. It is worth noting here that these young leaders of student thought and action have gone further. Realizing that the pressure continues upon the Board of Education from powerful interests that wish both higher and secondary education curtailed or eliminated as a public burden, they have organized students as a whole to carry a campaign of education to all Chicago citizens, to spread information, in the form of startling and impressive facts, with the one purpose of rousing all Chicago to the need of public support for secondary and higher education. We wish them success in their effort. It is through such young people that democracy will ultimately find itself.

In spite of heavy losses caused by the uncertainty as to tuition, 3,254 registered this September, 2,177 of them first-year,

1,077 second-year students. Over 1,200 failed to secure entrance; but every June graduate of a Chicago high school for whom a satisfactory transcript was received by September first was admitted. In view of the frequent mention of Crane College as a phase of adult education, it is worth noting that seven of these students are not yet sixteen years old, 149 more are not yet seventeen, and only 6.1 per cent are twenty-one or over.

This report might have been organized as a statement in defense and justification of Crane College; but the administrative officers feel that neither rhetoric nor arguments are wanted by those who will read it. We have chosen also not to give statistics and appreciation of every phase of the college activities, but to discuss rather those which have been or are likely to be, in a sense, under fire. To the many co-workers whose services have not been mentioned; to the faculty as a whole, whose co-operation even in these heart-breaking times has been unfaltering; to our many loyal friends, new and old, throughout the city; to Superintendents Bogan and Buck and the members of the Board of Education who have stood as buffers between the eager, hopeful students of Crane Junior College and the business interests that would wipe it out; to all of these we extend our thanks and our congratulations on their civic pride.

IMPROVING HOLDING POWER

"How may the holding power of a junior college be improved?" is a question often considered by junior college administrators.

A junior college freshman returns as a sophomore because, among other reasons, his first year was a pleasurable experience; his second-year course gives prospect of meeting his needs; his finances permit his return; he feels drawn to the institution by the ties of educational, social, and general activity contacts established during his freshman year; and because his junior college has a high accreditation standing among other institutions of similar type.

If the holding power of a junior college needs improving, the campaign for such improvement should take into

account the foregoing factors. If the student got, as a freshman, the things President Smith says he gets as a freshman in the university, that is to say, "(1) Individual indifference, neglect, and contempt; (2) organized enmity, tyranny, and cruelty; (3) the poorest, least trained, and cheapest teachers; (4) the most crowded classes and laboratories and the least individual attention and guidance; (5) and the most rigid and wholesale discipline and dismissal by the faculty officers,"¹ he will probably not return as a sophomore.

If the curriculum is not properly adjusted to the needs of the student and the community to be served by the junior college, that adjustment should be improved at once.

If the school does not have the proper accreditation standing, with the result that the students' opportunities for entrance into higher institutions are impaired, then proper steps should be taken to improve the standing of the college in this respect.

All possible agencies for the aid of needy and worthy students should be enlisted in their behalf in order that they may at least have assistance in solving the financial problems incident to their return to school.

All that is possible should be done, by proper faculty agencies and through student leadership, to build up the traditions of the institution, to assist the freshman in orientation and in his activity and social contacts.

The type, the training, and experience of the teachers, and their attitude toward the students, will determine to a large degree the amount of urge to return when the student leaves at the end of the freshman year. Much has been said about the danger of poor teaching in the junior college, but we have no adequate evidence concerning the facts in this regard. If the holding

power of a junior college is low, it would seem that this is one phase of the problem that would warrant careful study. Mark Hopkins and the log are a good educational agency only if the teacher is a Mark Hopkins.

The counselling and guidance program might also need investigation. The methods and technique of this department may be too much tinged with machine-age mass-production philosophy. Improvement in effectiveness and results might come with a change to concentration on the consideration of the needs of the individual student.

Especially in the service of the junior college to its community is it possible to improve the holding power. This depends chiefly on the adjustment of the curriculum to the needs of the immediate community served by the institution.

JOSEPH T. LONGFELLOW
Superintendent of Schools

LA GRANDE, OREGON

COURSE IN LAUNDRY TRAINING

Possible training for positions as laundry managers is available as a semiprofessional course at San Jose (California) Junior College. The following announcement has been made by the College:

The steam laundry and dry-cleaning industries offer a field of semiprofessional vocations in the positions of foremen and managers for young men with proper training. Heretofore, the only way to get this training in this part of the United States has been through actual employment in the laundries.

The purpose of this course is to make possible such training at the college. It is not supposed that this course can supply the training which one would get in the actual business, but it can lay a scientific and commercial foundation which cannot be obtained by working as an apprentice. It has been shown, by some preliminary contacts with the laundry industry, that the young manager who is trained in chemistry and water analysis

¹ Walter C. Eells, *The Junior College* (Houghton Mifflin Co., Boston, 1931), p. 207.

will be in a position to bring about economies of operation of great value to his company.

The course, therefore, centers around a training in chemistry, supplemented by certain shop courses, and a liberal training in the commercial subjects. The student practice for actual laundry experience is listed in addition to the 96 units required for graduation, and is planned in connection with summer employment. However, substitution of this student practice for as much as 5 units of the work listed for graduation may be arranged.

FIRST YEAR	Units
Orientation	1
Physical Education and Hygiene.....	2½
Pre-Engineering Drawing	2
General Chemistry	15
General Physics	12
Accounting	6
Typewriting	3
Business Letter Writing.....	3
Painting and Finishing.....	3

47½

Laundry Practice—Summer work in different departments of commercial laundries5 to 15

SECOND YEAR	Units
Physical Education	1½
American Institutions	3
Quantitative Analysis	5
Organic Chemistry	5
Water Analysis	2
Laundry Chemistry	4
Machine Shop	5
Pipe-Fitting and Plumbing.....	2
Elements of Electricity.....	6
Business Law	3
Principles of Salesmanship.....	3
Principles of Advertising.....	3
Cost Accounting	3
Textiles	2
Seminar in Laundry.....	1

48½

A PROBLEM IN ECONOMICS

More than nine months ago the *Junior Collegian* published an editorial—later widely discussed and reprinted—entitled "Educators, Publicists, and the 'Depression'," which pointed out the dangers threatening American education in the current orgy of budget-slashing. The continued scaling down of wages and commodity prices in the past few months has emphasized these

dangers more strongly. Public clamor for economies in local, state, and national government has grown more insistent until now in many sections the functioning of the public schools has been seriously impaired.

Stuart Chase, noted foe of economic waste, writing in the current issue of *Scribner's Magazine*, presents what he labels "the longer point of view" and argues that continued "economies in government" may actually upset our social machinery and keep "the depression" with us infinitely longer.

As Dr. Robert A. Millikan prophesied in his campus address here last week, the service of the schools, and particularly of the junior colleges, is becoming increasingly indispensable in restoring any sort of normal balance between employment and leisure in this machine age. Yet the danger lies in the fact that politicians, harkening rather sensitively to a people who they believe are crying for a lightening of their financial burdens, will not take this "longer point of view" and will unwittingly give their support to measures which if enacted might cripple educational service.

Although the *Junior Collegian* recognizes that millions of people in this country are asking that they be given a chance to work and live in peaceful security, it refuses to believe that any one of those millions would agree to a drastic curtailment of education. For money which is spent on education returns to the people ten-fold in the form of countless benefits.

But the fact nevertheless remains that if the schools—and particularly the junior colleges—are to continue their great service, they must have the whole-hearted support of all citizens and all taxpayers, many of whom are today shouting for tax reductions and budget-slashes without thinking what such measures will mean to them and to their homes and to their children. —Editorial in *Los Angeles Junior Collegian*.

Judging the New Books

Edited by John C. Almack, Stanford University

ELIZABETH AVERY, PH.D., AND ISABELLE P. COFFIN, A.M., *Self-Expression in Speech*. D. Appleton and Company, New York. 1933.

This book was planned and written largely by the late Professor Elizabeth Avery, chairman of the Department of Spoken English at Smith College. Because of the value and popularity as a college text of *First Principles of Speech Training*, by Professor Avery, in collaboration with Professors Vera A. Sickels and Jane Dorsey (Zimmerman), it was the purpose of the author, in the present book, to make available to less mature students the same material in a more simplified form. The content, therefore, follows closely that of the older book.

Professor Avery's unfinished script has been organized and edited as closely as possible in line with her evident intention. Professor Coffin, of the Department of English, Bay Ridge High School, Brooklyn, New York, has made a definite effort to avoid the inclusion of new or extraneous matter. The original manuscript, however, has been supplemented by needed illustrative and practice material.

Good personality and good speech being interdependent, in the authors' minds, the book has been based upon that principle. "Speech, like dress, manners, and behavior, is an expression of personality, and the development of good speech is involved in the general process of personality development." The book thus has a wider aim than

merely that of technical vocal training. Its purpose is to "help the student to express himself more adequately to the end of a better social adjustment."

The first third of the book furnishes a background for orientation into the subject, and lays down fundamental concepts of social usage of speech. The text then follows with "First Steps in Voice Improvement," for which clear diagnosis of common difficulties, description of remedial procedures, and adapted exercises are given. Pronunciation and correct production of speech sounds, based upon phonetic transcription and oral production, occupies what is probably the most valuable part of the book. This section is clear, simple, and complete and has exercises which add to the practicality of the text. Methods of gaining polish and smoothness in speech and oral reading complete the book. An index which is unusually complete and a selected bibliography for teachers add to the value of the book from the teacher's standpoint.

Arrangement and division of the material is so handled that adjustment to individual situations is made easy. The chapters may be used in any one of several orders and yet form a steady sequence of training. The simplicity, accuracy, viewpoint, adaptability, and practicality of the book make it a most welcome production in the field of elementary speech texts.

HUGH W. GILLIS

ROBERT MORSS LOVETT AND HELEN SARD HUGHES. *The History of the Novel in England*. Houghton Mifflin Company, Boston, 1932.

Robert Morss Lovett, co-author of *The History of the Novel in England*, has a fund of friendly expectation in his readers to draw on for his new book as a legacy from his earlier co-authorship in the well-known Moody and Lovett's *History of English Literature*. The present history of the novel, covering a more limited field and consequently covering it in more detail, has in general the same qualities of lucidity and pleasant ease of writing which helped to popularize the earlier book.

The authors have divided their work into two parts, the first dealing with the novel from the time of Sidney up to the opening of the nineteenth century, the second with the novel from 1800 to 1932. The first part—including the giants of the middle eighteenth century—contains 160 pages; the second about 300 pages, of which nearly a hundred are given over to the twentieth century. The difference in amount of space allotted to past and present produces some curious results. In a history of the novel covering four centuries it is somewhat surprising to find Arnold Bennett weighing equally, so far as number of pages is concerned, with Laurence Sterne, and H. G. Wells surpassing both Sterne and Jane Austen. What the book loses in proportion, however—and it does lose something—it gains through having space enough for mention and grouping and even for fairly full presentation of numbers of novelists now writing. The two closing chapters, "The Edwardians"

and "The Georgians," will prove valuable guides to most readers.

In a history of the growth of any literary form there are, of course, some two or three dozen names which cannot be omitted. Beneath these, the great, lie a confusing mass of lesser men, each of limited but real importance. It is among these lesser ones that the compiler of the history must chart his course with care, for their numbers are overwhelming unless some principle of selection be closely followed. The authors of the present volume explain in their preface the principle by which they have been guided.

... We have undertaken to bring out the relation of the novel to the interests and attitudes of the successive ages, of which it has been the product. To this end we have not hesitated to introduce many minor novelists from the vast plane of fiction above which the major figures rise to distinction. If the selection of such minor writers seem arbitrary, our explanation is that we have tended to choose those who represent certain interests characteristic of the English reading public of the time.

The basis of selection here is an understandable one, and to most readers the choices themselves will seem well justified. Some of the most interesting and enlightening sections in the book, as, for example, "The Novel of Purpose," deal with no really important figure but bring together a group of the semi-important, united only by the common attitude of all of them toward their time.

The volume is attractive in appearance, its print large and clear, and its illustrations, though not numerous, discriminately chosen.

EDITH R. MIRRIELES

STANFORD UNIVERSITY

Bibliography on Junior Colleges*

2357. WHYTOCK, NORMAN R., "Achievement and Remediation of Entering Junior College Freshmen in Certain Fundamental Processes Related to the Study of English," Los Angeles, 1932, 229 pages, 94 tables, bibliography of 88 titles.

Unpublished dissertation for degree of Doctor of Education at the University of Southern California. Based upon records of a freshman class of 170 students entering junior college in September 1931. A study of the deficiencies in preparation in entering junior college freshmen in certain of the tool subjects to determine the extent of deficiency in the tool subjects among the group and the extent of relationship existing among the tool subjects, and between them and various factors relating chiefly to high-school preparation, and to determine the results of a brief remedial program applied in reading, language study, and spelling.

2358. WORTHY, ELMER T., "Orientation Courses in Junior Colleges," Los Angeles, 1932.

Unpublished Master's thesis at the University of Southern California.

2359. BIXLER, EDWARD C., *Blue Ridge College Bulletin* (December 1932), Vol. XX, No. 4, 8 pages.

Contains annual reports of the president and treasurer of the college and of the treasurer of the Board of Trustees.

2360. CALIFORNIA SCHOOLS, "Junior College District Boundaries," *California Schools* (January 1933), IV, 23-26.

Lists elementary and high-school districts included in the limits of the seventeen junior college districts in the state.

2361. CALIFORNIA STATE DEPARTMENT OF EDUCATION, "A Study of Certain Fac-

* This is a continuation of *Bibliography on Junior Colleges*, by Walter C. Eells (United States Office of Education Bulletin [1930], No. 2), which contained the first 1,600 titles of this numbered sequence. Assistance is requested from authors of publications which should be included.

tors Relating to Collegiate Educational Facilities in California" (*Bulletin No. 4*), Sacramento, California (December 15, 1932), 62 pages, 37 tables, 11 figures.

Includes considerable detailed data on distribution of junior college students by counties and related information.

2362. CHRISTIAN EDUCATION MAGAZINE, "Westmoorland College," *Christian Education Magazine* (January 1933), XXIII, 6-10, 4 halftones.

General description of the work and probable future development of the college.

2363. COLLEGE DIGEST, "Enrollment of College Students," *College Digest* (January 1933), I, 3.

Statistics for public and private junior colleges in Texas for 1931-32.

2364. COLLEGE DIGEST, "Fight Spirit Aroused in Texas against Committee Proposal," *College Digest* (January 1933), I, 8-11.

Opposition to proposal of legislative committee to convert six state teachers' colleges into junior colleges.

2365. COLLEGE DIGEST, "Junior Colleges," *College Digest* (January 1933), I, 26-27.

Reports plans for athletic organization among the Texas junior colleges.

2366. DEUTSCH, MONROE E., "A Point of View Concerning the Report of the Carnegie Foundation," *California Quarterly of Secondary Education* (January 1933), VIII, 117-21.

Includes discussion of the recommendations adverse to expansion of junior colleges into four-year colleges, and of vocational education on the junior college level.

2367. DODGE, HOMER L., "The Improvement of College Teaching," *Journal of Higher Education* (December 1932), III, 481-86.

Includes some discussion of teaching in the junior college and relation of the upper division to the lower division.

2368. EATON, EDITH ST. JOHN, "The Junior College Movement in Texas," *Texas Outlook* (February 1927), XI, 9-12.

2369. EDSON, FRANK M. (Chairman), "Summary Report of the Committee on Secondary School Problems," *Associated Academic Principals* (1932), 48 pages.
- Supplement to the *Proceedings* of the seventy-fifth Annual Meeting of the Associated Academic Principals of the State of New York, 1932. Suggests two problems for further study by state committees: (1) the cost and the practicability of maintaining a 6-4-4 plan secondary school in a large city; (2) the advisability of establishing a central vocational school and a 6-4-4 plan secondary school in rural districts.
2370. EELLS, WALTER CROSBY, "Relative Merits of the 6-3-3-2 Plan of Organization," *National Education Association, Addresses and Proceedings*, Vol. 70, pp. 516-18, Atlantic City and Washington, 1932.
- Abstract of address at the Washington meeting. See No. 2167.
2371. ENGINEERING FOUNDATION, *Engineering: A Career—A Future*, The Engineering Foundation, New York City, 1932.
- An authoritative pamphlet telling young men about engineering, its opportunities, its requirements, and its limitations. An engineering education has many uses besides aiding a man to earn a living as an engineer. This pamphlet suggests a few of them. Of special value to junior college counselors. It will be revised as frequently as found desirable. Can be secured from the Foundation, 29 West 39th Street, New York City, at 15 cents a copy.
2372. FRISBIE, R. L., AND HAGGARD, W. W., "College Chemistry in High School," *School Review* (January 1933), XLI, 40-50, 3 tables, 2 figures.
- Report of experiment carried on for five years under auspices of the North Central Association in the Joliet Township High School and Junior College.
2373. HANCOCK, J. LEONARD, *Annual Reports of the Dean, Crane Junior College, 1930-32*, Crane Junior College, Chicago, Illinois, 1932, 30 pages.
- Includes three annual reports for fall semesters of 1930, 1931, 1932. See this issue of the *Journal*, p. 332.
2374. HARBESON, JOHN W., "The Fall Conference of the Southern California Junior College Association," *California Quarterly of Secondary Education* (January 1933), VIII, 174-76.
- News report and statistics of growth of the member institutions since 1926.
2375. HEDRICK, E. R., "Desirable Co-operation between Educationists and Mathematicians," *School and Society* (December 17, 1932), XXXVI, 769-77.
- Among other recommendations affecting junior colleges, it urges "that there be an effort toward unifying the present discordant requirements for teaching in junior colleges and in lower divisions of colleges and universities."
2376. HUME, SAMUEL J., AND FOSTER, LOIS M., *Theater and School*, Samuel French, New York, 1932, 417 pages.
- A useful handbook, especially adapted to the junior college level, on the art, craft, and pedagogy of the theater in relation to the school and college. The result of several years' experience in the dramatic and educational world. For further notice see this issue of the *Journal*, p. 325.
2377. MCGUIRE, EDWARD R. (editor), *The Phi Sigma Nu* (December 1932), Chicago, Illinois, Vol. II, No. 1, 20 pages.
- Contains a variety of information regarding the growth and status of this national junior college fraternity.
2378. MORGAN, WALTER E., "An Appraisal of the Financial Recommendations Contained in the Carnegie Foundation Report on State Higher Education in California," *California Quarterly of Secondary Education* (January 1933), VIII, 131-38.
- Adverse criticism, supported by statistical data.
2379. PROCTOR, MILTON D., "Two-Year Terminal Curricula in the Coal Mining Industry," New York, 1932, 262 pages, 181 tables, bibliography of 51 titles.
- Unpublished dissertation for the Doctor's degree at New York University. A consideration of the problems involved in planning the expansion of the curriculum at Uniontown Junior College, Pennsylvania. The twofold purpose of the study was (1) to provide a factual basis for the inclusion in the program of this junior college of two-year terminal curricula in coal mining, the basic industry of the community, and to focus the attention of the authorities of the University of Pittsburgh and all others concerned on the whole question of the terminal function of a junior

college; (2) to call the attention of other universities with departments of mining engineering to the need for two-year terminal curricula in the mining industry, and to summarize the opinions of men actually engaged in the industry on the content desirable for these curricula.

2380. STAFFELBACH, ELMER H., "Modesto Junior College Survey," *California Quarterly of Secondary Education* (January 1933), VIII, 221-22.

Review of J. B. Sears' *Modesto Junior College Survey*.

2381. THOMPSON, O. SCOTT, "The Union High School District and the 6-4-4 Type of Organization," *California Quarterly of Secondary Education* (January 1933), VIII, 154-58.

Based upon experience of the junior college at Compton, California.

2382. TOUTON, FRANK C., "Research Projects of the Secondary School Level Carried on in California Cities during 1931-32," *California Quarterly of Secondary Education* (January 1933), VIII, 189-219.

Includes reports of studies at Modesto, Pasadena, Sacramento, San Bernardino, and Ventura junior colleges.

2383. UNITED STATES OFFICE OF EDUCATION, "Statistics of Universities, Colleges, and Professional Schools, 1929-30" (Office of Education Bulletin, 1931, No. 20), *Biennial Survey of Education 1928-1930*, Vol. II, chap. iv, Washington, 1932, 285 pages.

Includes statistics on junior colleges, discussion of growth of junior colleges in ten years (2-3), and of the expenditures in junior colleges (215-17).

2384. ZOOK, GEORGE F., "Relative Merits of the 6-4-4 Plan of Organization," *National Education Association, Addresses and Proceedings*, Atlantic City and Washington, Vol. 70, pp. 516-18.

Abstract of address at Washington meeting. See No. 2191.

RIVERSIDE ADULT EDUCATION

That Riverside Junior College is broadening its influence upon the community along both vocational and cultural lines is proved by many recent advances. A short time ago the director of the college,

with several other members of the various departments, visited the laboratories to inspect the equipment in order to determine how well the college could handle adult groups. This inspection was a preliminary step looking forward to the time when educational institutions will be for every member of the community rather than for students, as the public popularly conceives a student. Due to the present economic depression, the working day is almost sure to be shortened even more than it has been, thus giving the people more and more leisure time. This will place a new and great responsibility upon colleges, particularly in smaller communities. Their task will be to educate not only along vocational lines, but, it has been pointed out, particularly for leisure. Riverside Junior College has already realized this responsibility and has thrown open its doors to cultural projects of particular benefit to the community as a whole. Examples of these movements are the Riverside Community Opera Association, sponsored by the junior college, and the Riverside Little Symphony, organized for those interested in orchestral work. Both of these projects give programs from time to time, at which the public is welcome.—*The Arroyo*, Riverside Junior College.

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